

Mooring Mast

Voice of the Student body at Pacific Lutheran University

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STAN STENERSON, former student body president, will be this year's ASPLU nominating convention chairman.

Annual Convention Nears

The club annual Nominating Convention is only two days away and campaign activity is in full swing. Friday and Saturday, February 27 and 28 will be days of fun, excitement and considerable political activity, as candidates compete for the votes of 234 delegates so that they may gain a spot on Tuesday's ballot.

Since the new Constitution was ratified in last Thursday's election, there will only be four offices on the ballot next Tuesday. President, Executive V.P., Activities V.P., and Business V.P.

The Convention will begin Friday evening at 7 p.m. in Memorial Gym. Stan Stenerson, ASPLU President in 1967-68, will be installed as the Permanent Convention Chairman. After roll call and the adoption of the Convention rules, delegates will hear nominations

today, the Convention will reconvene, with the nomination of the candidates for the office of President following shortly. Acceptance speeches will then be heard from all of the candidates, after which a recess will be called for lunch.

After lunch will begin the most important part of the Convention—the voting for the candidates by the delegations. Only the two candidates for each office who receive

the most votes will be on the ballot in next Tuesday's Student Body election. Understandably, the delegates have a great responsibility.

Candidates should submit the names of those people they wish to have deliver their nomination and seconding speeches to either Mitch Robinson at Box 126, phone LE 7-7024; or Arlis Adoff, Ext. 746, by 7 p.m. Friday so that credentials may be made.

Task Force Seeks Reevaluation

A new task force, suggested by the Board of Regents and drawn up by the All-University Commission has begun its task. At its first meeting the task force chose the name Religious Life Commission. The task set forth for the Commission by the Regents is outlined in their recommendation.

"We recommend that an attempt be made to create an overall new Christian worship, fellowship and service format on the campus which involves both present forms and new ones. The study is to include the All-University Commission, representatives of the student congregation and religious activities committee. Upon completion of such proposed format we ask the student congregation to consider merging its program as a continuing congregation or not, into the total format. This study is to begin at once and a report and recommendations are to be made to the Regents at its May 11, 1970 meeting."

Some of the far-reaching implications of this recommendations have been drawn out by President Wiegman.

"It is my feeling from the Board of Regents meeting at February 9 that the Task Force on Religious Life of the stu-

dent is to explore all aspects of religious life and commitment. This exploration should not stop at the organized structure of the Student Congregation or stop at exploring religious life for Lutherans, but should be all-encompassing, considering the many members of the PLU community who are of other faiths. Religious life on campus should be more than just chapel and Sunday service. . . . include services held on different days of the week, as well as different modes of religious worship. . . . include expanded and different ways of showing Christian commitment to serving their fellow men on and off campus. . . . deal with student, faculty and staff involvement in organized chapters off campus. . . . explore also the bringing on campus of speakers of numerous faiths. In essence, the Task Force should study how we can make religious life a more dynamic part of the PLU community."

The commission will be considering studies of religion on college campuses as well as the feelings of the various elements of the campus community. To hear suggestions that people may wish to make open hearings will be held. Written statements will be encouraged, but petitions are discouraged. Times for hearings will be announced.

Friday Chapel Slates Flemming

Editor's Note: The following is the second in a series of articles concerning the Urban Affairs Program at PLU, and specifically the forthcoming appearance of Dr. Arthur Flemming on February 27th.)

Dr. Arthur Flemming, distinguished educator, churchman, and scholar brought to this campus by the Urban Affairs Program, will speak this Friday during chapel period in Eastfold Auditorium.

His remarks will be centered around the theme of "The Kerner Report and the Urban Crisis." The word "Kerner Report" is really an epithet for the Report of the National Advisory Commission on Civil Disorders, a study order taken by order of President Johnson in the middle of the "long hot summer" of 1967.

If the horror of the Watts riot was a shattering revelation about the racial crisis in this country, it was only a grim prelude to the eruptions which took place in the ghettos of Newark, Detroit, Cleveland, Cincinnati, and other cities during 1967. This commission of distinguished Americans, headed by Governor Otto Kerner of Illinois,

was established to search for the roots of the rising militancy in our country—and the widening gap between white and Negro Americans.

The study involved seven months of painstaking investigation which saw the commission members travel into the ghettos of numerous American cities as well as hearing the testimony and opinions of countless social scientists; black men, both militant and non-violent, law enforcement officers, and the like. The results are perhaps a bit shocking to middle class white America.

The commission reported that the single overriding cause of rioting in the cities was not any one thing such as unemployment or lack of education, but it was these things and many more, as expressed in the white sense of the inferiority of black men. White society has created the ghetto and notions of white supremacy and exploitation maintain it.

In its final analysis, the commission equally rejects both continuing desegregation of the present role and removal of both organizations. What is needed is a policy which combines ghetto en-

richment with programs designed to encourage integration of substantial numbers of Negroes into the society outside the ghetto. It is with such recommendations and their applications that Dr. Flemming will concern himself this Friday.

Those interested in a more in-depth understanding of the Kerner Commission report will find copies on sale in the bookstore.

Music Department to Present Comic Opera

The music department will present two one-act comic operas February 26, 27, and 28 in Eastfold Auditorium at 8:15 p.m. each evening.

"The Impresario" by Mozart involves Herr Frank, an opera producer encountering difficulty with two sopranos competing for the leading role in the latest production. Both women, one an aging prima donna and the other an aspiring ingenue, are determined to win the part.

They both try to out-perform each other and show the abilities and accomplishments of the other. Finally the banker, Herr Eller, who is financially supporting the production, chooses the indignant soprano's second wife Herr Frank and takes his place as the Impresario.

Performers in the opera are Tim Mackey as Herr Frank, Joyce Johnson and Eileen Wetterstrom as Madame Silverklang, Teena Shephard and Diane Stober as Miss

Switzerland, Mark Scholz as Herr Eller, and Bob Smith as Herr Bull.

The second opera, "The Jumping Frog of Calaveras County" by Lewis Pons is based on a story by Mark Twain. During the Calaveras Gold Rush, the citizens of Calaveras County are proud of Smiley's champion frog, Dan'l, and contest that he can outjump any challenger, until a stranger arrives demanding a contest.

During an unguarded moment the stranger feeds Dan'l buckshot while the boys, unaware of the trickery, are outside buying him. The stranger makes up on him, arousing jealousy from the local boys. To the crowd's amazement, Dan'l is defeated in the frog jumping match as the stranger leaves town with all the money.

Dan'l's extra weight is soon discovered; he is upended and disgorges the buckshot. The crapholators promptly capture the stranger and recover the money, and Lulu smiles once again at Smiley.

Members of the cast include Brad Miller as Uncle Henry, Gretchen Kresmer and Karen Wraath as Lulu, Don Howe as the stranger, and Mark Scholz as Smiley.

Tickets will be available as the show, \$5.00 for children and \$1.00 for adults.



A scene from "The Jumping Frog of Calaveras County," one of two comic operas being performed Feb. 26, 27, and 28.

Debate Tournament Approaches

On February 27 and 28 Phi Kappa Delta and the Communication Arts Department will sponsor PLU's annual high school debate tournament. Over 800 students from fifty high schools from the state of Washington are expected to participate in this two-day contest. Students will compete in debate, Oratory, Interpretative Reading, Impromptu Speaking, and Extemporaneous Speaking.

PLU students will be used as judges as well as in the running of the tournament. Anyone who wishes to judge a debate round or two should contact the Communication Arts Dept. or Chris Berger.

Students are also invited to observe these top high school debaters in action. This year the high schools are debating the topic of prohibiting unilateral military intervention in foreign countries.

The Tournament will start early Friday morning with the first round of individual events at 9:00. Tournament director Cathy Collins plans to have the final awards assembly at 6:00 p.m. on Saturday. The PLU tournament is one of the final ones of the year for high schools in Washington and as such always attracts the top competitors to the state.

About This 'Christian Business'

If you will look to the letters to the editor section, you will see the last unsigned contribution to this newspaper which I intend to print. It was scribbled in pencil and anonymously left outside my door.

It is undoubtedly one of the most childish and irresponsible criticisms which this paper has ever received. Unfortunately, however, I have heard the same ideas expressed by a number of students, and I feel compelled to speak to this self-styled "majority" once and for all.

You complain that the conservative point of view never appears except in letters to the editor. Have you ever thought of volunteering your services to the Mast? If there is such a majority then speak up, damn it! I don't hand pick and hunt down every one of my writers to make sure that they express a particular view. Many of them come to me and ask if they can write something—I don't recall turning anyone down.

The writers of do have one thing in common, however; they all have reasons to back up what they have written. If you think that they don't, then take them to task, but do it with reasons and not complaints.

You also complain about being fed this "Christian business" about one's duty to humanity. You seem to forget that when Christ said to the unfaithful "... I was hungry and you gave me no food," or "... I was naked and you did not clothe me," he did not qualify them by saying "unless, of course, you didn't cause the problem," or "you may wait until after you receive your degree."

You concluded by asking for a "break," for something you would "like to see." By this, I take it to mean that you believe a conservative view of the issues presented in the paper would be easier to accept. But that is not what you want either. For a "break" to you means being taken off the hook.

It is the reality of the problem and not the conservative or liberal approach which is upsetting. A good conservative will only suggest a different method of solution or a slight shift of emphasis; he will not deny the problem's existence or the responsibility which it entails.

Telling people what they want to hear merely because the truth is simply too uncomfortable has been the primary cause of the urgency of the problems which we are facing today. Mass famine on a world scale was predicted before hunger became an issue and the reaction to pollution only arose when we were finally told (somewhere between coughed) that perhaps it is too late already.

And in the midst of all this you say that you don't want to be told what your responsibilities are because you believe they are not your problems. Unfortunately, however, that is exactly where it's at, for you are away from your parents now, and they are your problems.

—John Aakre

The Pres. box

ASPLU is initiating and coordinating activity related to environmental problems in the Puget Sound area, and letters have been sent out to some PLU students asking if they would like to help. Now we would like to make this opportunity available to all students and faculty members. Anyone who wishes to be a part of the planning for "Earth Day," April 22, or for any other projects which students and faculty of PLU might initiate, are invited to submit their names and phone numbers to Box 148 on campus. Groups will be needed to make presentations, to plan programs, to advertise, and to contract people.

The Nominating Convention is Friday and Saturday. A note to the delegates: get acquainted with the new constitution and with a few points about student government. It will help you immensely when time comes to choose. The convention will end Saturday afternoon in plenty of time to get over to the PLU-UPS basketball game.

Are there any committees you would like to serve on next year? Start thinking about it now. Applications will be available from the Elections and Personnel Board soon after the election of officers.

—Barney Petersen

Unsigned Letter Questions Mooring Mast Policy

Dear Editor,
Why is it that the only conservative point of view ever found in the Mooring Mast has to come from letters to the editor? Don't you intelligent people down there realize that the majority of us who sit at the desks or in the coffee shop and read our (I use the word in jest) newspaper don't feel the way you minority do about what you and issues and priorities. We are here to learn and also for the first time we are trying

from ~~to~~ and ~~parents~~ we are free to do what we please and when we please. This implies that when we decide to commit ourselves on the war, or on hunger, or on another or our we like our president (didn't we), we will. Maybe that will be tomorrow, perhaps next week or maybe not for twelve years. We didn't cause the world's problems, we inherited them and will be faced with them even though when our kids start getting drafted.

You is the most giggling-minded, insignificant excuse given for retreating against someone? Aside from "If he looks at you cross-eyed," perhaps the most often-used is "If you don't like the way he parts his hair." Yet it is ironic that the way young men comb (or don't comb) their hair can be cause for considerable abuse from members of the older generation.

That such an innocent, passive thing (no effort is necessary—it grows naturally by itself) could cause so much anxiety on the part of some adults is certainly an indication of the extent of our society's sickness. Many adults, by feeling threatened and reacting in an authoritarian manner, have revealed their hang-ups and made an innocent preference for long hair into a serious issue—the very symbol of the cleavage between generations.

It is really significant, I think, that when "The American tribal love-rock musical" was written, the name chosen for it was Hair. Many adults were so shaken by the title that they never found out what the show itself was all about.

Just what does this undue anxiety about the hair revolution reveal about our society? Obviously, it is not merely the hair itself that bothers adults, but rather what the hair symbolizes. Young people with long hair are a threat to the nice, comfortable, established values and customs of cooler, less turbulent times.

Parents and other adults in positions of authority sense that their authority is slipping away—they can no longer control the ideas and actions of those who used to know their place and stay in it. The hair issue in homes and schools all across the country has been seized as the mark of rebellion, and authoritarians hope to maintain their positions in this one important test case.

Adults cannot possibly control the thoughts of youth. They are reluctant also to withhold from their kids the material privileges of our affluent society. But some means must be devised to maintain their authority. Hence the hair issue.

A young man with shoulder-length hair was sitting in a pew of a Catholic church in my hometown one Sunday morning. Sometime before the service started the priest walked down the aisle and asked a little derisively what the man was trying to prove. The young man answered, "I just want to look like the founder of my Church."

Student Cites Hunger's Complexity

To the Editor,

In the previous issue of the Mooring Mast, the following question was asked in a letter to the editor:

"I know that millions are hungry, so why spend several thousand dollars to bring a conference to talk on the same thing?"

The subject of the conference is far more complex than a mere awareness that hunger exists. (It was a panel of the President's Science Advisory Committee submitted a three-volume report to President Johnson on the world food supply from which the following is excerpted:

"The overall problem of the world food supply is so large and so extremely complex that it is almost impossible for the casual or even the moderately concerned observer to comprehend its true dimensions or to grasp its intricate interrelationships with the many other aspects of economic growth

and development.

"Despite its true complexity, the problem, at first glance, seems deceptively straightforward and is, therefore, unusually susceptible to oversimplification. Because farming seems readily understandable to the average citizen in a developed country such as the United States, where the scientific base of modern agriculture is taken for granted, the temptation to act on the basis of superficial or incomplete information has been irresistible.

"This has led to seizure and over-emphasis upon panaceas and piecemeal "solutions" which are inapplicable, ineffectual, or inadequate.

The cumulative delays engendered by false starts and stop-gap measures have obscured the requirement for broad and effective programs, tailored to the demands and dimensions of the overall problems."

On the authority of the U.S. Department of Agriculture, mass starvation will occur by 1984.

If the report of the President's Panel and pronouncements by the Department of Agriculture do reflect reality, the study of hunger and the search for viable programs to meet the problems are indeed sufficient justification for the upcoming conference.

Paul Berg

MOORING MAST

The Voice of the Students at Pacific Lutheran University

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And don't you see that Christian business about our duty to be ~~causing~~. We are only youth and our adults turn off to us before they even see whether we have ~~short~~ or long hair.
Give us a break, put something in our paper which we would like to see, not what you think we should see. You're not our parents.
(Unsigned)
Ed note: This is the last unsigned letter that will be printed in the Mooring Mast.)

Perspectives

To be involved in and not subservient to the perspective-narrowing routine of daily tedium is a valuable asset. Similarly, to be able to look beyond the given context or environment and view others objectively is advantageous in any striving for goals or education. However, this does not entail discarding our "now." This is where we are and where we must move from. Still our "now" must not be shackled by a blind unwillingness to realize validity and value outside our closed system (some have even called one particular system a "monastery").

During internment a man in Havre, Montana told me there wasn't one place in the whole country "as good as Havre." Every community has pride, but emotion rather than reason caused this man's statement since he hadn't traveled beyond Great Falls.

Our country today is in a period of flux in which new ideas are said to be the answer to most questions. An idea subordinate to this is a subtle condescension toward other nations as a whole, rejecting aspects of their culture in which there is great value to be found.

With both these examples the positive, even overstated, strong points of the "now" are so dominant that other positive elements outside its immediate system are disregarded, ignored or scoffed at out of ignorance.

Our "now" at PLU is firmly built with much value in the foundations. Outside our campus world other places also have this kind of base and it behooves us to see what kind of building is done upon their foundations.

At Luther College, free ice cream machines are a part of the food service.

Texas Lutheran offers four kinds of pop with meals.

Perhaps somewhere there are also some things which would be of real value, not just to our stomachs but perhaps even our minds.

- John Beck

Focus

The World Scene

By JEREL W. OLSEN

FROM WASHINGTON WITH LOVE

The following from Punch, a satirical magazine from England, is a letter which the President might have sent to the Vice President, had Mr. Agnew slapped a Chinese waiter while on his "Orbit" little Pacific tour:

Dear Ted:

They told me your case closed up tomorrow. I've been having a quiet word with your lawyers, least I could do for an old buddy, and we figure your best defense is to accuse the judge of being involved in a Communist plot. It doesn't hurt to remind the American people of the perils in their midst.

I guess you'd get reporters on walking days to remember all obstacles are child molesters, big business is good business, and we have to keep the streets and the streets because God wouldn't let us if He didn't want things that way.

Pat is wanting some soup and crayons. See you in '72. Your warmly grateful President,

Dick

JAYTU AND NUKUMUINA (OR GOOD YAMS & BLIGHTED YAMS)

I realize how many of us have stopped to realize the effects of differences in languages between two people upon their relationship—both interpersonally and internationally. This is true whether we speak of widely differing dialects such as the U.S. and the Trobriand Islanders, or of considerably closer groups, e.g. Negro and Danish, and U.S. whites and coloureds. Language errors occur in the same way as do errors in logic and direction as to what its speakers must think.

To illustrate briefly: Western society operates on the assumption of change. Things are made good as having a position in a causal sequence. But for the Trobrianders the thought of becoming is an impossibility. Though an interesting, complex process he is concerned only with being. Even the relative concepts of "good" and "bad" have no place in their culture. Though for some nations the principle may be applied even to such clearly related language as English and American (a distinction made every day in the Continent and in Britain, though not commonly made when speaking with the American).

This principle should always be kept in mind when dealing with people having a different first language. A common error of language students and travelers is to learn word-to-word equivalents for various objects and expression, but not realizing that what has a particular meaning and significance in the context of one language might well have a distinctly different meaning in a given situation within the context of another language.

This can be applied in everyday events such as reading newspapers and watching the Adult Festival. Though primarily attempting to capture the spirit of a speech or article, translators occasionally slip into literal translations, possibly causing dangerous errors in the new presentation. If we want a moral in this, it might be: When dealing with people and things viewed in a different language area, go out of the way to be open-minded, critical and honest.

Letter From An Invisible Greek

D. A. Levy

"because property is not more sacred than a human life"

There are radicals and there are Radicals and there are those who disappear in the middle of the day

I wanted to at least a million angry letters when I was seventeen, went to meetings, walked on picket lines

One day a Chicago pig just barely missed getting drive in my hand I was talking into the phone of children waiting for my brothers to fill the space where I had stood And they were running in the darkness while I was talking to the light

Yeh, there are radicals and there are Radicals and I'm not going to get my head bashed for a handful of words again

I wear a suit and tie and I am old though only twenty You can barely notice me at all, yet inside me burns an inferno that screams for actions NOT holy depictions of Marx or Lenin I don't talk so much anymore and I don't let the pigs get between me and the enemy either

I just go to my classes and study seriously I'll probably get a job as an engineer and when I think of revolution I just open my eyes and see where all the money is I used to wonder about those who disappeared in broad daylight and now I know where we go Last week I drove to university always in the lake-called them high into the air like clay planes POW POW

Send me parking money with Elmore gins and think more happy will call me a creep and the radicals will try to ruin my conscience with words about the war

The system is going to fail for sure next week I'm building planes of course in the name of city hall I'm just waiting sure it doesn't fall on me

There must be a million ways to avoid a war economy other than getting your head bashed to dust for television audiences I don't let the pigs get between me and the money anymore

In my pocket I've hidden subscriptions to TIME magazine and I've unknown addresses There must be a million of us who drop locks in official parking lots - let them have their special reserved spaces. Done it - I'll be the first to agree

my soul Law and Order (but what does that mean?)

I can't explain, getting caught by that wanted to Chicago has done a lot for me

You might call me a hypocrite, but inside I know who my enemy is and I know who protects him I don't usually get or talk against the system I'm just drifting in along the mysterious road of exile

Why would I dream of cops or bars or streets or police cars that chase children in the streets if it wasn't to survive

Democracy, we all fell down on the majority votes on information provided by business men and the war-makers and the great rattle of the wind is ignored and the death rattle on the wind is suppressed by creating louder noises

It could have been a nice country if the people had only noticed how many were bashed in the streets crying for freedom

There are radicals who talk about the sun rises and some who disappear unknown My money goes to the movement in an anonymous check and the school I go to has thousands of machines waiting to be wrecked

If I went to the streets with the radicals on my back and asked the University to close its doors for a week in protest of the war I'd end up in a jail or out on my ass

Why waste a good education getting lost and assassinated in Proper Channels? Come on? I'd be an engineer and know it only the school was there to cost me

rah rah rah for the old school spirit and all the Puritan myths Yeh Boeing, Yeh Dow What ROTC teach me how to die a gun? Saturday, I'll need it I know who the enemy is old university. On with your ordinary masses, how money from the federal government. You'd need it just to replace the soldiers tired of cleaning my ass from your snow white image.

Let the kids from SDS get behind trying to end their lives. I'd wear my suit and tie My education will cost a few grand I'll spend it on you twenty-five

I can't get to know, but so can you ever call me a screwup I'm a great student.

Contemporary Worship Forms Sought for PLU

By BECKY RODNING

For many of us, college is a time for re-evaluating some of our accustomed modes of expression—for breaking away from the traditional and for finding ways of expressing our personal feelings (or "doing our own thing").

Student Congregation has realized the need for spontaneity and freedom in our worship. A group of "clamoring" students, in effect because of their own concern for new worship forms, has begun to make plans. Sunday, February 22, was one day of the first weekly contemporary service.

Because the structure of these so-called contemporary services will vary each week, it is difficult to generalize in attempting to describe them. But our goal is quite clear: it is to provide a relatively personal type of worship service which will supplement the traditional Sunday morning service and provide a great deal of variety in the available opportunities for worship.

It is hoped that this new service will be flexible enough to meet the students' personal needs. Perhaps to an unusual atmosphere, allowing everyone present to contribute his feelings, mass songs can be met.

The Worship and Liturgy Committee of Student Congregation has done considerable research on contemporary worship forms. In addition, our group of interested "clamorers" has come up with

brainstorms on settings and places. A sunny Sunday morning at Spaulding was suggested. Or a service that would pool the musical talents of everyone present. The time and place need not always be the same.

There can be a terrific opportunity for many students to seek answers to their religious needs. But in such an unstructured setting it can truly be said that we will get out of it only what we contribute.

College Bowl Approaches

Following the time-honored tradition of intellectual competition and regurgitation of trivia, A.S.-P.L.U. once again presents College Bowl on March 9, 10, 12, and 17. As in previous years, all registered students are eligible and any organization, team, or group may sponsor a team. Cash prizes will be awarded for first, second, and third place in the respective amounts of

\$25, \$15, and \$10. In addition, the three teams in place will receive a trophy. And the winning team in the double blind in-classroom contest will subsequently compete against a faculty team in convocation. For further information, please contact Barb Thompson or Jim Bergstrom. No entries will be accepted later than March 7.



CAUTION: Walking may be hazardous to your health.

Christiansen Calls For Communication

BILL CHRISTIANSEN

(Editor's Note: Bill's activities have included the following — Homecoming Co-Chairman 1968, Resident Assistant (2 years), Comm. Chairman of '69 Leadership Retreat, VP of Student Congregation, and member of Food Service Committee '67-68.)

Few can argue with the fact that no student government is meaningful without freedom to act; but a freedom to act is not an issue here. The administration has said that the faculty is years ahead in relation to change . . . our need as a student body is not freedom, but rather significant leadership to promote cooperation, communication, and coordination—the keys to responsible cooperation is and will continue to be needed, especially next year with the new All-University Commission, the senate and the general student body meetings . . . coordination is a key. Communication has become an almost hackneyed term; yet without effective two-way communication, the legislative process breaks down.

It is because of this latter point, the need for coordination, that it becomes imperative for the ASPLU President to have a broad basis of working relationships, and in this way be able to interact with students, faculty, administrators, and regents. The President must put the life into the machine by exercising constructive leadership. A vital aspect of this leadership lies in personal contact with a wide variety of individuals.

In three years, I believe I have proved that I have formed associations with students, administrators, and regents which contribute to meaningful communication. Communication, on a one to one basis, is essential to developing successful programs. This year's Homecoming was what I feel to be an example of good communication between all aspects of the university community. In working with these people, my committee was able to come up with unique ideas for songfest, faculty talent show, choirfest, and the horse.

In dealing directly with students, I feel my two years as an R.A. in both Foss and Tingelstad have

acquainted me with individual problems. This personal contact has given me confidence in the ability of students to solve their own problems. I believe strongly that students are able, dependable, and responsible. This same position has also given me experience in working in daily contact with administration, particularly Student Affairs. This association has shown me the fastest channels for getting something done; things that can be done when the university is willing to put together to meet common objectives.

The sum of these experiences is constructive experience which points to communication and leadership. They exemplify a capacity to coordinate and communicate, an ability to work with people to achieve desired goals.

In this regard, my platform involves the following:

- I. Academic:
 - 1. Student government exists as a laboratory for democratic citizenship, but even more important, it represents the sum of student efforts to participate in total education. I, therefore, propose the following academic innovations.
 - 1. Establishment of a comprehensive graduate vocational training catalogue.
 - 2. Establishment of a centralized placement office.
 - 3. A re-evaluation of the interim purpose and programs with an emphasis on a coordinated approach.
 - 4. An organized counseling and advisory program for academic progress to replace the present inadequate advisor system.
- II. Social Interaction
 - 1. Student union availability open only to the university community and guests, not the community at large.
 - 2. Coordination with the Social V. P. to optimize the use of the Student Union, coed dorms, and visitation.
- III. Promotion of the realization that student government is the representative agency of the student body. As such, it must communicate and work with those who are the decision makers.
 - 1. A student government research committee to poll student opinion and empirically study student behavior to derive a definite consensus of campus opinion with regard to relevant issues.
 - 2. Student leaders communicating student opinion to the Board of Regents and the Pacific Northwest District of the American Lutheran Church . . . encouraging more regents-in-the-dorm sessions.
- IV. Efficient streamlining of the university community.
 - 1. Student involvement in major university expenditures.
 - 2. Student enforcement of departmental and faculty reorganization . . . an active, structured Academic Concerns Committee.
- V. Rearrangement of student personnel: with the emphasis on trained personnel.

The chief role of your ASPLU President next year is one of coordinating total communication throughout the university community. Your President must be representative of a broad basis of student involvement . . . we have the freedom we now need the coordination.

Larson Sights Objectives

STEVE LARSON

(Editor's Note: Steve's activities have included the following — Executive Vice-President of ASPLU '68-'70, Executive Assistant to ASPLU President '68-'69, Freshman Class President, Selected as one of the two student advisors to the LCA at the Lutheran World Federation General Assembly to be held in Brazil in 1970, Teaching Assistant in the History Department '68-'70, and member of ASPLU President's Cabinet '67 through '69.)

The incessant hum of jet fighters, the daily reports of murders from Peoria television, radio, and other McLuhanesque medias of communication continually confront us with the obvious fact that things are happening. And they are happening at a phenomenal pace.

In a world in which we could move fast even to sleep with, the university is playing an increasingly significant role in the formulation of our future. As John F. Kennedy once said, "History is a relentless master; it has no present, only the past rushing into the future. To try to hold fast is to be swept aside."

ASPLU, and indeed the entire University, is at a crucial stage in its history. Looking backward we can see that great strides have been made—some mistakes can be seen to be sure, but a substantial pattern of development is clearly discernable. The past decade has been a booming one for PLU, however the next decade will be still more important, for in the Seventies, we will have to attain an academic development to complement the physical development of the Sixties.

So where does ASPLU fit into this world of confusion? And more importantly, what do all these "Steve LaSons for President" signs have to do with this? PLU will not and cannot rise as any height by waiting for others to lead. ASPLU can, I am confident, become a leading component of the University community and begin to lead in many areas. Through the All-University Commission, the Student Senate, revitalized dorm governance, and an expanded President's Cabinet (to obtain a wider, more comprehensive sampling of student opinion), we can effectively meet the needs of the University community.

However, no institution can shape its destiny alone. Through

involvement, interaction, and communication with the city of Tacoma, PLU can obtain the ingredients for a realistic and futuristic perception of her destiny. I have met with Gordon Johnston, the Mayor of Tacoma, and he is most receptive to increased interaction between students and the city.

But what is this destiny to be? A west coast Harvard? A Pacific Northwest Berkeley? Certainly not! Predestination, I would say, is ill advised at this time, but I am sure that we would all agree that PLU is rather unique. To take on the attributes of a Harvard, a Yale, or any other institution would be dishonest to ourselves.

I envision PLU—THROUGH ASPLU—as becoming a leader. Ah, but chuckle not! I'm serious! I intend to devote all my energies to make ASPLU a viable instrument for leading this institution—through more awareness of, and involvement in the vast concerns of Pacific Lutheran University.

How is this to be done? It will take work on the part of both the elected and the electors, and lots of it. My platform has already been distributed to you and it realistically outlines ASPLU as a leading and significant component of PLU through increasing attention

to Student Welfare (curbing costs, food service improvements, and investigating the possibility of a Coop bookstore); Academic Concerns (students on the Provost Council), changing university requirements to Pass/Fail, investigate the possibility of a Crisis Colony in Tacoma, and offering course credit for USSAC); All-University Concerns (possibility of free university programs in the evenings, 5 & 10 year growth plans for PLU, initiate a major investigation as to why PLU students leave after two years, and revitalize the admissions recruiting); and Off-Campus Involvement (open up CHOICE for more student participation, join forces with groups organizing a Youth Center in Tacoma), and join TCC and UPS in sponsoring big-name groups to Tacoma (i.e. Simon & Garfunkle, etc.)

The transition of ASPLU from what has been called "a sleeping giant who doesn't even dream" to an active, involved voice of the students will require an awakening for the entire University community. The past is notorious for lackadaisical student governance—and the future? The future need not just happen to us. The future is up to us to shape. We can do better and the choice is now ours.

Carlson Seeks Activities Post

STEVE CARLSON

It is always important to keep the individual student in mind when planning campus activities. There are many types of individuals on our campus. Just as there are many types of people throughout the world. And I believe it is necessary to accept each individual for what he can contribute to our institution.

I would like to accept what previous administrations have done to better our school and proceed to continue with the same optimism that I know they have felt. I expect one to "run down" the efforts of people before me, for they have worked for what they felt was best.

Of course, it is always customary when campaigning for a new term to be administrative position, to start with fresh enthusiasm and new ideas. And this is the way it should be, as I think new ideas are necessary in approaching the matters which come before a governing body. After all, who wants everything?

Upon returning to school in September, we will look forward to the opening of our new University Center, which will be the focal point of our attention. This is going to present us with many aspects of college life which will be completely new to PLU. Therefore, it will take a while to adjust. But I am convinced that the potentials for this new center will be unlimited. PLU possesses great potential, and I feel that more of this potential can be exercised than has previously been done.

The University Center will involve every single PLU student, both on and off campus. Therefore this will be one of the ways in which we will be given this opportunity to reach each student. Whether or not you as students accept this opportunity is your personal decision. But I would hope to make available to each student something that would suit his "style" in life.

You may be asking why I am running for this office. I enjoy

leadership activities and organizational work. I have been district chairman for my home Lutheran League and have held numerous other leadership positions in the church youth work. Here at PLU, I am presently on the University Food Service Committee, president of the University Chorale, and chairman of the CALL Luther League Committee. I have attended a few legislature meetings, so that I would have some idea of what is going on in PLU's student government.

I am a junior transfer student to PLU this year, and I find PLU invigorating! I am eager to become involved in all aspects of university life. I feel that it is an asset to be open-minded in these times in which we live, therefore student government must be open to all new suggestions and ideas. I look forward to the nominating convention with eager anticipation, and I sincerely hope that the student body will exercise active support.

Bjerke Relates Potentials

BRUCE BJERKE

(Editor's Note: Bruce's activities have included the following—Executive Assistant to ASPLU President, Legislator at Large, Alternate Student Representative to the Board of Regents, North Pacific District Luther League President, and VP of the Democratic Students Coalition.)

This University has great potential for developing a true university community, where students faculty, and administrators can celebrate a unity which allows all to move in various and diverse ways, while sharing a common spirit in the pursuit of common goals.

It is tragic that barriers of status and tradition should restrict contact between members of this community to formal classroom experience and look what otherwise could be a continual process of education through various forms of personal interaction and the joint search for truth, and I will do everything I can to lessen these barriers.

I believe that increasingly, university governance must become just that—reflecting the dreams and concerns of the entire university community, not just one particular segment of it. In order for this to happen, the necessity for legitimate student participation must be accepted and formalized, and not, as now, be left to the discretion and judgment of an administrator or a committee of the faculty. Students must also be directly involved in the evaluation of instruction to insure that a professor is judged on his ability to impart knowledge and understand-

ing to students, and not on his publishing record or how he gets along with his colleagues. The Executive Vice-President is responsible for all student-faculty committees and will have the opportunity to insure that the needs and concerns of students are always present in the decision-making processes of the University.

I also feel that it is time for increased independence for students in their personal affairs. It is no longer possible to defend the philosophy that all students must live on campus under the constant supervision of the institution, nor is a parental attitude any longer for the University in all its dealings with students.

ASPLU exists to add to the value of a student's experiences at this University and thus is concerned with every facet of University life, including: instructional processes, living experiences, and opportunities for social interaction, as well as the less structured patterns of personal growth. Another area which I think ASPLU should develop is effort towards increased opportunities for students to confront in an educational setting those crises which bind and threaten men in our society, as well as develop "handlers" which groups of students can realistically grasp to enable them to act in the exercise of commitment to Christian servanthood.

In summary, I believe that this University can grow and come alive if we are willing to unite in a spirit of cooperation to search together for better ways to find ourselves, to gain an understanding of our world, and to grow beyond ourselves to care for others.



PANDEMONIUM will soon again take from Memorial Gymnasium as the annual ASPLU nominating convention hits campus Friday.

Plans Outlined By McLaughlin

The name of the game is efficiency and control . . . live producing tools are communications to the public of PLU, finances and a task force. Those involved are all of you here. It affects you where it hurts the most; in the wallet. The result—greater costs for a college education. My major question of concern is, "Is the total education I will receive in 3 years at PLU going to increase proportionately with the increased costs?" My name is John McLaughlin, and I am a candidate for the office of Business Vice President. I will state my qualifications later in this article. From here, let's look at a few of the ideas to obtain efficiency and control.

1. The Business VP, in order to represent the students more fully, should be on the University Presidents Finance and Budget Committee.

The Board of Regents has told the President that he must cut the 1971 budget by \$40,000. I think the Business VP should be on the budget committee in order to review the existing budget and evaluate proposed cuts.

The concern here is to assure the student that he is receiving the quality of education he or she

is paying for.

2. The Food Service operation is an eye big issue, but I believe the approach has been somewhat misguided.

a. I am sure the Food Service personnel would work with the task force in looking for a better buying program.

b. The issue is not, "will the macaroni and cheese taste better," but what is the feasibility of serving something else.

c. The possibility of serving a smorgasbord . . . food service needs to be evaluated as to cost and feasibility.

The increase in cost for board fees allows more operating capital to accomplish such a task. The task force is the major tool of investigation and evaluation for all facets of ASPLU life.

3. Eliminate dead weight in various departments.

4. Revitalize dollars spent on programs like the Burger Symposium. There is approximately \$300 available for this program which is being spent on plane tickets for speakers or fees about burger in Bierre. Possibly this money could be directed to our backyard Biera in Hilltop where there is a lack of food, clothing

and education.

5. Literature courses, for example, fill fast. Since they are a requirement in most of the schools, I think we should do one of three things: increase availability of the courses, reduce the requirement, or check classes that are in demand.

6. Invite alumni in to help us evaluate programs and initiate new ones to place more paperwork jobs to the computer. The computer is not now being used as to power efficiency in the best order of the word.

I believe this platform to be tangible, intangible platforms are like the items in a Sears and Roebuck catalogue; they look nice but we can't see them.

The task force and communication to the people of PLU's financial standing are the keys to a solid foundation for student dollars. Those who have verbal cliches, like if we only had this or that, are wasting their time. Things can happen by spite of the environmental situation. We all must learn to work with the environment and try to control it to our advantage. Freedom is born now. The name of the game is efficiency and control. Also the game is cybernation—man vs. the robot.

My qualifications for this position are adequate, I believe . . .

1. Business Administration Major . . . emphasis on accounting and management. . . I have taken all the accounting and management courses available to me.

2. I have worked in market research and as an assistant buyer.

3. I worked for Weyerhaeuser during the interim in management accounting and plan to continue this after graduation.

I have outlined some basic programs I feel may create some responsibility in finance at the social, academic, and administrative levels. I believe that ASPLU can meet these objectives and develop them further in areas where it has already begun to meet these challenges. I ask that you glance at the proposals and decide whether or not you agree. These issues do not involve just these weeks of political activity. Ask yourself if they will add to the efficiency and control of your quality of education at PLU. I will be looking forward to talking to you.

Sincerely
John McLaughlin

Pianist Richter to Perform

The once-in-a-lifetime opportunity to hear famed Soviet pianist Sviatoslav Richter in his Seattle debut will be available at a special low price to student groups of ten or more.

Arts Unlimited is presenting the legendary Richter in his first Seattle performance in association with the University of Washington School of Music Wednesday evening, March 11th at 8:30 P.M. in the Opera House. Regular prices for this attraction are seven, six, five and four dollars. Students in groups can obtain tickets at \$2.00 each by calling AT 4-0883 or writing S26, First Ave. North in Seattle, 98109.

Richter, first brought to the United States by S. Huruk in 1960, returned for the first visit to the United States in five years. Five

season recitals greeted his first arrival in New York with thousands jamming concert halls throughout the country on each of his successive tours.

A Ukrainian by birth, Richter was self-taught until he entered the Moscow Conservatory at the age of 22 as a pupil of the famous Heinrich Neuhaus. In 1942 Prokofiev entrusted him with the world premiere of his sixth Piano Sonata, and he was immediately acclaimed throughout the Soviet Union as one of the great artists. Although he did not make his first appearance in the western world until 1960, some of his virtuosity and versatility of repertoire had made his reputation international.

Tickets are now available at the Fidelity Lane Ticket Office, 1622 Fourth Avenue, Seattle, and at suburban outlets.

Cleft Palate Returns

"If you wonder why so many students seem to take the radical seriously, why they seem to listen to clearly unacceptable proposals and tactics, ask yourself what other source to the past has won for itself the confidence of young people.

"Is it the government telling us that victory in Vietnam was just around the corner, so that we fight for a democratic ally that shuts down newspapers and jails the opposition?

"Is it the military, explaining at Rome that it became necessary to destroy the town in order to save it?

"Is it the monopolist, warning of

the illegality of marijuana smoking or he remembers fondly the good old days of illegal speed-easies and illegal bathtub gin?

"Is it the television commercial, promising an afternoon of scenic bliss to Eden if you only smoke a cigarette which is a known killer?

"Is it the university, which calls itself a special institution, divorced from worldly pursuits, while it engages in real estate speculation and helps plan and evaluate projects for the military in Vietnam?" —excerpts from a speech on student unrest, delivered at Yale University by New York Mayor John Lindsay.

Satrum Views Responsibilities

By K. J. Satrum

In deciding whether or not to run for Activities Vice-President, my friends all said—"Don't be a fool," and my enemies all said—"Oh good, you'll really enjoy the job." At a school as notorious as PLU for lack of social life, I find myself believing my friends, for following my enemies. What I am beating around the bush about is my intent to run for ASPLU Activities Vice-President.

In just thinking of the so-called title of "Activities Vice-President" I see the vast area of likely job jobs he could cover. From the Red Lyon to cleaning up after dances —it's all activities—and it would all fall into the responsibility of the Activities Vice-President. What's the first thing that comes to your mind when you see the vastness of the job? Probably just renewed assurance that I am a fool. Besides that I am a fool, what comes to my mind is that the job cannot be done by one person.

This is where I personally the hardest duty coming in to the area of responsibility of the Activities Vice-President, you find lecture and convocation, Artist Series, Campus Activities Series for the University Center, Red Lyon duties, academic forums, entertainment, and on and on. Very seldom will you find a person (more specifically, a student) with the time to complete all of these tasks equally well and/or even qualified to work in all of the areas.

So what's the answer to getting the job done efficiently and effectively? I think the only answer is a division of labor with qualified committees working with each area. The SAII has recently adopted by-laws that call for this kind of division of labor.

I make no promises in running for Activities Vice-President other than that I will try to get these committees with the most capable people from our campus who will supervise and clean-up in the best of my ability.

An Introduction

The problems which face a university are both varied and complex. Often, however, the very pace of its existence does not allow for that type of investigation which many of its facets properly accord.

In response to this need, the Mooring Mast has undertaken to present special two-page feature supplements aimed at the investigation of a particular problem, issue, or element of university life. This week's special upon the Interim is the first in what I hope to be a number of such features.

The second addition, seen on right, is the The Mast Essay. Written by the editorial staff of the paper, it will attempt to evaluate the various articles which have been presented, and in the light of the insight provided by the contributions of that week, it will try to point to some new directions for the future.

—John Aakre

Racial Interaction Studied In PLU Black Culture Course

By DR. JESSE NOLPH

The interim course taught by Mr. Jobst and myself was primarily concerned with black-white social interactions; causes, consequences and potential ways of modifying them.

In spite of the somewhat unfortunate title, "Black Culture," it was felt that historical factors and cultural changes were only part of the total picture of the quality of social relations. Let the first outline the course content and then give our own reactions to it.

The first portion of the course was designed to give the student

some feel for the level and scope of racial divisions in many communities. A panel of local black "leaders" was organized, with representatives from religious, political, and educational quarters. Students were also confronted with recorded interviews of regional and national figures, including a group of Seattle Black Panthers.

At a different level, we saw opinion poll data which suggested that, while the majority of Americans of no race are confirmed racists, nearly everyone was caught in the trap of some fear and confusion. The emerging picture seemed to be one of hostility, indictment, and apprehension far outrunning anyone's understanding of the situation, with a simultaneous deterioration of confidence as to what could be done about it.

We next tried to focus on some of the "causes" of this situation, real and imagined, and we examined both the dynamics and the roots of prejudice. Both discussion and lecture began to concur in thinking that a rigid and highly sanctioned ethnocentrism was the ultimate reality, against which no purely economic, educational, or legalistic approach could hope to succeed unaided.

From here we became concerned with individual programs, from political separatism through black capitalism to traditional integration, committed, at least for the instructors' part, to the belief that probable success of a program could be evaluated without passing ethical judgment on its goals.

Again it seemed that most proposals were unrealistic and of limited value unless supplemented by massive programs of attitude change. I think it fair to say that nothing so presumptuous as a single conclusion was reached, beyond the hope that ethnocentrism, while an easy malady to contract, is a treatable affliction.

Speaking for Mr. Jobst and myself, doing this course was a means of clarifying our own involvements, both as professionals and as men. Our position required that we compromise neither the requirements of our disciplines nor the urgency of the problem. This led us further to a disdain for both uncommitted objectivity and unlightened passion.

Regarding the course content, we felt that what was presented was a representative, if loosely coordinated, set of data. A large class size kept discussion down, although each time was allowed for discussion. The only graded work was a paper, as our feeling was that evaluating a single personal concern was a more meaningful experience than any prescribed and standardized set of readings.

Student feedback and our own impressions suggest that about 40% of the students felt that this type of work load was either too light or not enough of an incentive to work. While 87% said they



DR. JESSE NOLPH

would recommend the course to a friend, only 61% said it met their personal objectives.

This fact is probably due to large part to the title of the course and to the diversity of opinion to the group. Most (70%) students found the interim grading system less intimidating than the conventional one.

In sum, we feel that the information of the interim contributed to a certain ability for open exploration, and that there is room for experimenting with the regular course in this area. Our hope is, at this juncture, simply that our students are looking beyond of old opinions and have at least some of the data and incentive to inquire after new ones.

Students Enter Penitentiary

By JOHN N. FINSTUEN

Six PLU students led by Dr. Eklund, chairman of the Department of Religion, had a unique interim experience, a job until they had never been attempted. I happened to be part of that group and would like to share that experience.

Each morning for twelve mornings, we boarded a boat from the Steilacoom dock bound for McNeil Island Federal Penitentiary. Dr. Eklund conducted an interim class at McNeil under the heading, "Man: Religious and Human." The sub-theme for the course was "Biblical Thought and Contemporary Situations."

The format of the class provided for roughly forty-five minutes of lecture or "input" and then an hour and a quarter of intense small group discussion among the students (28 McNeil men, 6 PLU students, and Dr. Eklund). The main topics for the classes were "Man, God, the Divine—Human Encounter, Redemption, Renewal, Vocation, and so on; topics that range far and wide and topics that were discussed in great latitude.

At PLU, when religion or religious ideas are discussed, it is usually among former Lutheran League Officers and agnostics. At McNeil, in addition to Lutherans and agnostics, we talked with Jewish and Catholic men, as well as men who think revelation may come through dropping acid or establishing peace with the cosmic order. Our groups were not exclusively WASP as is the case at PLU. They included blacks and Mexican-Americans.

The men at McNeil were honest and open in their discussions, as hopefully we from PLU were. No barriers were held up, thank God. In my discussion group, one persistent theme came through. As the men in my group might say, "we dig the Jesus bag, man. No one can argue with His love or the way he treated people. But the Church is a bunch of jive. It is B.S. The Church is unreal. How can it preach what Jesus said, and then let children starve a half a block from a new building they call holy. Man, Jesus knew where it was at, but the Church—man, forget it." These men saw the Church only as an institution or a building, not as the teachings of Jesus or a gathering of two or more in His name.

One man told the story of when he visited his grandfather. He went to his home and became immediately uptight. There was a sign in the living room—"No Smoking." A Christian—he is one who makes

rules that inhibit one from being natural and a man. These men have never encountered the idea that through Jesus one finds the most abundant living.

The penal system is supposed to be rehabilitative. Indeed, the administration of McNeil Island tried to show us the good work and opportunities the prison provides for



JOHN FINSTUEN

we come into the conflict of maintaining order by withholding upon some freedom or changing men to be responsible. Society today actually considers the prison to be punitive. When a man leaves after serving his time he wants a job if he has changed. It is hard for him to gain a position of any type, for he has a record of serving time. An employer, instead of considering the man to have a clean slate, considers the man an ex-con who must continue to suffer for a crime he supposedly has already paid for.

I believe the present penal system results in the waste of irreplaceable human resources. As one of the administrators said to us, "The most important thing in the world is to keep men locked up behind bars." It disallows basic freedom. The present system encourages many of the men to become institutionalized. When they leave prison, they cannot cope with the outside world any better than they could before they committed their crimes. They continue in their previous behavior. Such prisons can only lead to further trouble.

It is time to dare to live in the abundant, free way in which Jesus has called us. Only in living with a sense of stewardship and love toward our fellow human beings can we truly live rich lives.

When we went to McNeil, one of our basic premises was that the experience should be mutually humanizing. So right off with object, is not that right?

Urban Problems Challenge Class

By LINDA LORREN

The January interim was, in my case, very successful; not only as a class, but as an open-ended learning experience. I was involved in Urban Potentials—Sociology 318. My learning experience began with two days and evenings of being involved with a learning group, involving all twelve members of the class.

In this group, we worked on awareness. The importance of awareness became evident as we went into our specific assignments.

I was a volunteer at the Tacoma Narcotics Center's Half-way House. I received invaluable experience and insight in my work there. Some of my activities however, merely involved answering the phone or reading pamphlets on the drug scene.

The most worthwhile part of the whole class was getting to know the part and prison addicts. I was able to work with them and become

aware of their lives as they were before and during their use of drugs. We also discovered what it would be like for them when they got out into society again. I attended "groups" with the addicts. There, I began to see individual personalities come to the surface through verbal communication.

Group sessions with Dr. Hummelton and the staff of the "House" were an important part of my learning experience. In these groups we became aware of our selves. We tried to probe into our own emotions, and to doing so, received personal satisfaction. These group sessions were valuable for the residents, but also served in making me see myself more clearly.

My interim experience was in itself worthwhile, but it has also caused a more lasting effect. Due to my interim involvement, I have decided to work with addicts after I graduate.

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The Mast Essay

The introduction of the Interim into the PLU calendar has provided the most viable new mode of education which this institution has ever attempted.

Though not an unqualified success, the vast majority of students who participated were enthusiastic about the results. That a few classes fell through is to be expected in a situation in which greater freedom of action was allowed. It is the price which we must pay for the possibilities presented by innovative education. For highly structured education rarely produces an unqualified flop, and by the same token, it just as rarely produces a truly exceptional class.

Because the Interim was designed to be different, both its content and implementation should vary from the classroom structure in effect during the semesters. Those experiences which altered the students' entire life-styles, enabling them to view the educational process from an entirely new perspective, were highly successful.

These were the classes which reached beyond the limitations of the campus through the use of field trips, exchange programs, and national or international tours. Finances were minimal considerations in all but the latter, and in many areas, such as the exchange programs, the only extra cost was that of transportation to and from the school visited while payments of tuition and room and board were merely traded evenly across.

This new variety of education does not and should not rely upon the established academic priorities of the rest of the year which all too often demand super-tangible results in the form of papers and voluminous reading. True education does not run along such narrow trails, but searches out new paths whenever changing needs demand continued inquiry into those areas as yet unexplored.

The very freedom which allows this, however, also opens the door for those who would take advantage of this opportunity. Unfortunately, this faction is present within both the faculty and the students. In the case of the former, it is not enough merely to assign more work over a shorter period of time. But rather, the faculty should endeavor to search out new ways in which to stimulate and challenge the students.

The responsibility of the student is no less. For the pass-fail system was instigated to relieve the pressure of grades and not the urgency of learning. Only when our responsibilities toward this tremendous opportunity are kept do the results of our freedom become apparent.

Tour Seen As Opportunity For Individual Expansion

Speaking strictly of my own experience with a European tour, it may be said that the past interim was very successful. The tour was organized as a history tour concerned specifically with the Renaissance and its art. By way of explanation, if the term "tour" is distasteful, it is still appropriate, even though much more was encompassed than a simple tour of a portion of the Italian continent. For those who were perceptive



CLAYTON KIRKING

enough to realize it and possessed the enthusiasm to attempt it, a taste of Italian and continental life stood waiting. For the remainder, and I mean for the majority, the experience was of a lovely tour with cramped buses and too few hamburgers.

The tour itself was most admirably arranged and planned, with excellent accommodations in each city: a fact which made the physical nature of the day enjoyable.

Aside from the exposure to a foreign environment, the importance of which may not be overstressed, perhaps most valuable was the encounter between the members of the tour, the professors and their wives. The result

was the encounter between the contribution to the success of the tour and our equally great compliment to the professors and the wives.

It is most unfortunate that a similar student-professor relationship even looking on the campus level where it could produce even greater effects. Perhaps the program could come into being the foundation of this article.

I would predict that the fall and spring semesters are the blocks of time during which students should relate to professor and viceversa; that these semesters, by their very nature are not spent by the student learning as much as possible from his instructors.

The Interim, by virtue of its uniqueness, should provide an opportunity for individual expansion and self-education. That is, the student cannot be allowed a very busy reign during the interim period if he chooses; if not, the organized classes would be available, of course.

Individual study and travel, as was demonstrated on a small scale this past January, can be extremely successful. I submit that any lack of success is in the scarcity of such activities.

The responsibility of judging lies with each student. The burden of foresight and truth weighs heavily upon the faculty and administration.

Preconceived Ideas of Mexico Altered by Recent Interim Trip

By NANCY RUTLEDGE

My mind blows apart as I travel into Mexico and over across it to the Yucatan. Mindless preconceptions of arid nations and dreary peasants are quickly obliterated by the endless topographical, social, and economic diversity of the nation.

I am certain that there is no other life than that inside the eyes of a small Chiapas Indian boy who gazes at me with still curiosity in the market at San Cristobal. He speaks only Mayan and lives in a tiny village many leagues away—except for weekends when his family walks into the city to barter and sell the goods they carry on their backs.

For a moment I am uncomfortably conscious of my nationality. I wish I were anything but an

American, who is closely associated with that cold northern monolith, who withdraws as much of the wealth of Mexico as possible, then heads back little more than a mass of trader clubs and whining tourists. But particularly curious when you look inside people's eyes and notice that they are looking back for that time we live only in the concrete.

There is their substance in our interior, plus beyond a vague desire to visit as many pre-Columbian ruins sites and spend as much money as possible. The practical, easy reading I did during Chiapas vacation is of little use except



NANCY RUTLEDGE

to be reread when I return. But I was glad for that because everything I learn is through the immersion method.

A survival Spanish vocabulary is acquired mostly from conversations with very patient Mexicans. And perhaps the ability to walk boldly by a curandero on the wall outside our hotel room or to overlook a small piece of graffiti clinging to the wall here is my lot in this part of the process.

But such things are of little importance compared to the sensation that overwhelms me as I lie on my stomach within a tube, beneath the remains of a large temple at Monte Alban. I try to tune my mind into the granite that enfolds me to catch some trace of a vibration of the drives within the man who erected such a structure.

It is virtually impossible to determine success in such an effort. Yet I am quite literally immersed in this experience, and it is as meaningful to me as my usual recollection I have of the entire interim.

Religion Class Marked by Urban Involvement

By SHARON SMITH

Nearly every person on campus this January 5 experienced a strange kind of excitement. For the first time, PLU came close to giving free reign to its students, letting each experience a very creative month of learning.

College education departments advocate new reform to the reform in teaching methods, but are reluctant to reform their own systems. We all read various philo-

sophies such as in Hawthorne and the like, and enjoy the freedom to learn what and how much of what we want to learn.

Now is the time for reflection as to what we have or have not accomplished during January. There is much talk in the classrooms and dorms as to what each of us has learned, and maybe more important, what the last month of endeavor has inspired us to continue to do.

The most beautiful part of the entire interim was that we met out single groups or idea leaders for four weeks. My area of concentration was "The Urban Potential of the Church." I ate, slept, and drank the readings, interviews, ob-

servations, and the subsequent questions. I gained an insight into the deep problems that Christianity faces today, but also learned more about human nature while I was at it.

The Ministers and Pastors were more than helpful in their talks with us, in that they told us just what we wanted to hear. Because of the follow-up discussions with members of these congregations, (unknown to the present) we learned that what the pastors said, and how they really did things in the congregation were usually two different things.

My reactions to the last few clergymen that we confronted tended to be skeptical. I realized the importance of sorting out the exact personal bias. For me, the last month here at PLU opened my eyes, and I would like to see a great concern for the future of our churches.

While discussing the interim with fellow students, one could remark, "I didn't learn much on our philosophy trip, but I sure had a hell of a time." She may not have learned much philosophy this January, but I am sure that she grew in ways unknown to herself while she was abroad.

Through the efforts of the University, she was given an opportunity which might not have been offered to her elsewhere. Even if her experience only taught her to live in harmony for three weeks

with a group of people of different backgrounds her interim was not a loss.

Because I am a music major, I was particularly interested in watching the progress of the symphonic music by the Creative Composition class. I was thrilled to see a group of ordinary people, creating and enjoying music in their own way, being excitement on the form of music in that class made me aware that music can speak to everyone, and that what we do in the music department is not in a world set apart. Music is not for just a few, but for all.

As for the professors, they was a case to an outside the regular and often burn-drum class schedule, and gave into an area of some interest to themselves. In many ways, they in their inhibitions got and got an excited about doing something new as did their students. Hence, there was a close student-teacher feeling throughout the interim.

We were all in it together and shared something new. The professors were sparked with the excitement which is uncommon in the middle of the academic year. This feeling has even carried over into their classrooms this semester.

Right was I look back on the interim with a warm glow and good feeling. It was a great month of growth for us all in many ways: academic, personal, and we hope, even spiritual.

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STELLA AND REN JACOBS

Multitudes Achieve Dean's List

The office of the academic vice president has announced that 299 students appear on the Dean's List for the last academic semester. Students must maintain at least a 3.3 GPA to be recognized for academic excellence on the Dean's List.

Angeson, James W.; Aarks, John D.; Adkinson, Sharon K.; Adolf, Arlis M.; Adolf, Helen C.; Albertson, Alvin R.; Alechire, Donna L.; Allen, Greg L.; Allen, William A.; Allman, Garrett Ned; Anderson, Dennis A.; Anderson, Carol S.; Anderson, David C.; Anderson, Glenn A.; Anderson, James A.; Anderson, Jo Marie; Anderson, Lowell M.; Anderson, Maribeth A.; Anderson, Rita L.; Andvik, Lovel E.; Annila, Sherryl J.; Antonsen, Diane L.; Archer, Gerald L.; Arkel, Cheri; Askani, Lewis Brad; Austin, Charles M.

Bain, Carolyn L.; Baird, Genevieve A.; Balzer, Frederick J.; Banggaard, Kathryn G.; Barker, Linda L.; Barrill, Brock L.; Beard, Carl S.; Beardwood, Brian L.; Beck, Joyce A.; Becklund, John M.; Becker, Samuel F.; Bekkala, Eunice E.; Belcher, Michael J.; Belvaun, Carolyn R.; Bendekson, James G.; Bennett, Margaret S.; Benson, Deborah K.; Benson, Gary N.; Benson, Philip C.; Benten, Ann; Berg, Steve R.; Berg, Irene R.; Berg, Paul K.; Berg, Steven R.; Berry, Alice R.; Beyer, Lisa R.; Bibo, Ronald S.; Bisco, Kristine A.; Bjork, Bruce T.; Blair, Ginna L.; Blacking, Karen M.; Bliss, Carol L.; Boelke, Richard W.; Boerger, William C.; Boell, Wanda L.; Bond, Mary Jean; Bonn, David B.; Bosland, Linda M.; Brandoff, Kerry L.; Brewster, Anne B.; Bristol, Ann M.; Brocker, Sandra J.; Brueckner, Pamela J.; Brustad, Barbara J.; Bruun, Carol L.; Brynne, Mary A.; Burnett, Barbara A.; Burton, Betty E.; Burwash, Kathleen S.; Bylana, Glynn; Byalogen, Carol L.

Cain, Pat S.; Cameron, Ruel A.; Carlson, Elliot J.; Carlson, Alva D.; Carrington, Margie J.; Carr, Kathleen; Caddell, Jean M.; Cassman, Katherine A.; Chandler, Chela H.; Chandler, Timothy A.; Christensen, Carol J.; Christensen, Linda S.; Christopherson, David; Christopherson, Daphne; Christopherson, Sbard; Churness, Stuart J.; Clark, Carol D.; Clausen, John N.; Cliffo, Robin L.; Coates, Warren E.; Coleman, John R.; Collins, Catherine A.; Congdon, Marlene S.; Couvert, Wendy A.; Cori, Robert D., Jr.; Corrao, John C.; Coru, Cathy L.; Cornitt, Deborah B.; Cowell, Geraldine; Cowell, Patrice J.; Cozak, Marlynn I.; Craib, Linda J.; Crockett, Larry J.

Dahl, Doris E.; Danielson, Linda K.; Davidson, Lee W.; Deben, Thomas J.; Debo, Margaret B.; Dickman, Leslie A.; Diou, Sharon S.; Douglas, Dian M.; Dewes, Dennis Robert; Duweck, Kaare M.; Dargan, Shirley J.; Dylestra, Mary J.; Dyzert, Luu Ann.

Egan, Ruth C.; Eldal, Oristeo E.; Eklund, Leslie E.; Elund, Suzanne E.; Elison, Carol C.; Elmer, Joan F.; Elmsa, Paiz E.; Ender, Alice M.; Enoch, Anne M.; Erickson, Sharolyn M.; Erlandson, Ely J.; Erasmeyer, Carol A.; Espeneth, Margaret G.

Gartner, Cheryl E.; Gurner, Jean; Gebhard, Roger F.; Gebhardt, William A.; Genda, Edda L.; Gerken, Norman P.; Geschwind, Janet E.; Geschwind, Lynn C.; Gibbs, Sandra G.; Gilbertson, Rosemary; Gles, David E.; Gill, Sandra M.; Gintz, Ronald; Glover, Barrie R.; Goufsey, Eric S.; Gordon, Virginia L.; Gornie, Lynn C.; Gorae, Marsda A.; Grahl, Sally P.; Gray, James W.; Graci, Barbara L.; Green, John D.; Green, Dale R.; Green, Nancy G.; Greer, Cynthia E.; Gregory, Stephen M.; Grevo, Brigitte M.; Grehler, John E.; Griffin, Jane K.; Gross, David R.; Gross, Martha K.; Gumprecht, Thomas F.; Gundstrom, Sandra J.; Gustafson, Carol E.; Gustin, Diane L.; Gwyther, Diane W.

Hackett, James H.; Hadden, Carolyn E.; Hagar, Christine L.; Hager, David L.; Haglund, Christina M.; Haller, Edward J.; Halversoo, Kenneth D.; Halvorsen, Glen A.; Halverson, John G.; Halvorsen, Lynette J.; Hamm, Conale L.; Hammargren, Linda M.; Hansen, Janet D.; Hanson, Stanley M.; Harvonen, James M.; Hart, Robert M.; Haseman, William H.; Hasel, Kathleen M.; Hauber, Lynn M.; Haug, Catherine M.; Hauger, Joel E.; Heath, Larry J.; Heglvad, Kathleen L.; Heio, John E., Jr.; Hellesuo, James M.; Helseth, Dennis L.; Henderson, Jack M.; Henning, Christine L.; Henningsen, Bunale L.; Herin, Laura N.; Highland, Scott R.; Hildahl, Cynthia A.; Hoeh, P. David; Hoff, Robert J.; Hoffmann, Henry A.; Hoilak, Judith E.; Holmes, Mary A.; Holmoe, Richard R.; Holmes, Thomas L.; Holsi, Joseph E.; Hornbaker, Cathy A.; Hsiao, John Tsa Wnn; Huser, Marietta; Hult, Margaret L.; Hunter, Anne D.; Husby, Julie A.; Husvagen, James M.; Hustvedt, John D.; Hustvo, Deborah K.

Ihlen, John A.; Ishii, Walter M.; Jamison, Jo Lynn; Jamieson, Jalle A.; Johnson, Brian E.; Johnson, Christine E.; Johnson, Elizabeth C.; Johnson, Nancy E.; Johnson, Paul D.; Johnson, Paula Ann; Johnson, Stephen R.; Johnson, Patricia A.; Jones, Linda M.; Jous, Marcio D.; Jurgensen, Randolph A.; Kallio, Kathleen M.; Kaasner, Gregg; Keenan, Terrance J.; Kerr, Michael W.; Ketter, David W.; King, Andrew J.; Kivana, Ruth C.; Kleppe, Laurel M.; Knorr, Katherine C.; Knutsen, Daniel P.; Kuitaan, Egild M.; Kivi, Barbara L.; Kollar, Alva J.; Krause, Robert E.; Kremer, Gretchen M.; Kuehn, Serad R.; Kuehn, Teena D.; Kwoa, Stella L.

Lacey, Donald L.; Lamb, John P.; Lambrecht, J. Douglas; Landau, Edith R.; Landvoicer, W. Gary; Lane, Gregory A.; Lanning, Steven H.; Lanzendorfer, Joanne; Larsgaard, John K.; Larsgaard, Karen L.; Larson, C. Jean; Larson, Carl Sven; Larson, Christine B.; Larson, Gwen L.; Larson, John E.; Larson, Nancy L.; Larson, Pamela J.; Laska, Philip J.; Leabe, Richard S.; Ledoux, Victor R.; Lee, Jo Ann S.; Lee, Linda; Lee, M. David; Lemieux, Gerald A.

Leonard, Burt G.; Leonard, Richard D.; Lieurance, Peter R.; Lindseth, Laurel D.; Little, Denise E.; Locke, Virginia A.; Loken, Linda A.; Lonsaa, Keith A.; Louie, Judy A.; Love, Louise M.; Lundy, Robert C.; Lutton, John K.; Lucksell, Randi J.; Lycheall, Robert L.; Lyso, Eunice Allen; Lyon, Mary E.

Macaul, James E.; Magnuson, Mary L.; Majer, Virgil G.; Malvin, Carol L.; Mand, Cathy K.; Mangelsen, Stephen H.; Mares, Jaroslav J.; Markonen, Donald C.; Marlow, Wade F.; Marsh, Patricia K.; Marshall, Mary E.; Martens, Periscilla Y.; Martinson, Phyllis A.; Mashhoff, Thomas A.; Masoo, Karen J.; Mason, Karco J.; Mathew, Phillip L.; Mauritsen, Jean D.; Maynard, Euen L.

McCosk, Katherine A.; McCrum, Charles C.; McDonald, Jennifer A.; McFadden, Neelika M.; McGraw, Starsha Ann; McGowan, Patricia A.; McKelvie, Timothy D.; McLaughlin, John B.; McVee, Jacqueline M.; Menik, Harlan B.; Merritt, Monika P.; Metz, Dennis W.; Mito, Marjorie J. D.; Miller, Bradley A.; Miller, Constance A.; Miller, Jan R.; Miller, Kevin W.; Miller, Wiles C.; Miller, Randy Jay; Minick, Suzanne R.; Morio, Ronald W.; Morita, Donald W.; Morsman, Jan M.; Murtinson, Sally J.; Mower, Steven P.; Myers, James L.

Nagel, Walter E.; Neldrow, R. Ann; Noff, Sylvia M.; Nelia, Michael J.; Nelson, Cathryn A.; Nelson, Charles I.; Nelson, Sheryl Rose; Nesvig, Mark A.; Nesvig, Phillip M.; Ng, Non-Tin; Norstrom, Darnell; Norstrom, Karen L.; Norvotay, John G.; Nugent, Dennis L.; Nyhus, Julia E.

Obrt, Bonnie K.; Oka, Wallyn M.; Oberg, Dwayne M.; Olderts, Z. Peter; Olson, Dena L.; Olson, Patricia A.; Olsson, Halvar E.; Omdal, Robert W.; Opreand, Mark A.; Ostrom, Robert S., Jr.; Parrish, Katherine A.; Pearson, Steven R.; Pedersen, Alva W.; Pedersen, James H.; Pedersen, Svend E.; Pedersen, Cheryl L.; Perlman, Diane L.; Peters, James M.; Peterson, Rurney O.; Peterson, Joy E.; Peterson, Koraad B.; Peterson, Jarvick R.; Peterson, Richard L.; Petherick, Sandra K.; Pierce, Edith; Pierce, Patricia A.; Pletcher, Robert J.; Plotz, Eric M.; Pointel, Aaro E.; Pflter, Gregory D.; Potts, Mary N.; Pringle, Deborah E.; Pulliam, Janet S.; Radford, Julie May; Randall, Martha; Raato, Ann; Reed, M. David; Lemieux, Gerald A.

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BY LINDA BARZER
HOWARD-HEWITSON—Miss Mary Howard recently announced her engagement to Chuck Hewitson at a candlepassing in Harstad Hall. Mary is a junior from Williston, North Dakota majoring in elementary education. Chuck, also a junior elementary education major, is from Vancouver, Wash. They plan to marry in the summer of '70.

WILDRICK-HOFFMAN—Miss Jean Wildrick made an informal wing announcement in Ordal Hall of her engagement to Norman Hoffman. Jean is a senior English education major from San Leandro, Calif. Norman, from Woodland, Calif., is a '68 graduate of San Jose State with a major in meteorology. He is presently in the Air Force, stationed in Japan. Their wedding is planned for July of '70.

If you would like notice of your engagement printed in the Mooring Mast, please call ext. 1146.

Norske Summer Trip Added To 1970 PLU Study Offerings

PLU's summer session 1970 will be expanded to include a six week study in Norway. The location of the session will be Kristiansand, Norway, and classes will be held in the educational center there.

Inquiries and applications should be made to Summer Program, Pacific Lutheran University, or through the office of the registrar.

Dean of the college of arts and sciences, Dr. Charles Anderson, said of the new program, "It seems a logical extension of our summer session offerings, and I hope that it will also enhance interest in our academic year opportunities for Scandinavian area studies."

Southern Norway in June and July has a great many offerings outside the classroom. Therefore classes will be scheduled Monday through Thursday, thus allowing for three-day weekend excursions.

Course offerings include: Social Science 325, Foreign Language 321, Norwegian 101, Norwegian 201, and Independent Study 491. Each course carries a two semester hour value. No student will be allowed to take less than four, or more than six semester hours.

Cost of the program is \$996.60 and includes tuition, fees, required study tour in Norway, estimated room and board costs, round trip travel from Portland to Amsterdam, and ferry to Norway.

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AL KOLLAR, LEROY SINNES, KEVIN MILLER and RALPH WHITMAN (l. to r.) will round out their senior year with their last scheduled game against UPS Saturday night.

Knight Roundballers Stumble Once Again

Last Tuesday night the Lute Hoopsters traveled to Olympia to take on the St. Martin's College Saints in a rematch of a game won earlier this year by PLU. This time the Saints combined opportunistic defense and a little luck with creditable late play to turn the tide and win 74-61.

The first part of the game was close, but the Saints had already pulled out to from when some of the lights in the gym went out and the game was delayed for over five minutes. After this unscheduled break things went a little better for the Lutes and they found themselves down by only two at the half with St. Martin's in foul trouble.

Unfortunately the Lutes inability to make the basic free throw in

the first half (which kept the Saints in the game) proved to be their undoing. To preserve their starters the Saints switched to a 3-2 zone in the second half and the Lutes were baffled. PLU shot an average 31% from the field in the second half and did not do significantly better from the line. As time got short the Lutes were forced to put up more hard shots and the pressing defense of the Saints caused numerous turnovers and turned them into fast-break baskets.

For the Saints Gary Koppert was high with 20 points and 12 rebounds. Following were Chris Cooper with 14 points and 15 rebounds and Herman Turner with 13 points, many on the fast break near the end of the game. The Saints were masters of the rebounding battle, holding a 50-30 margin. High for the Lutes and the game was Leroy Sinnes with 22, followed by Al Kollar with 15 and a host of others with lesser totals.

Too late to cover in this paper was the encounter with WWS last night. This coming Saturday night the Lutes face UPS at the UPS Fieldhouse in what is supposedly the last game of the season, although the decision on the independent entry in the District 1 playoffs has not been made as of this writing.

Lack of Depth Betrays Tankers; Eastern and Portland State Win

Despite several fine individual performances, the Lute tankers suffered two setbacks last weekend in two away meets.

In a triple meet on Friday against Portland State University and EWSC the Lutes found themselves in third place with a final total of 53 points. PSU won the meet with a total of 81, while EWSC came in second with a 64-point total. High points for PLU were few and far between, but freshman Jim Holland won the 1000 meter freestyle and Randy Senn won both the 200 meter freestyle and the 200 meter breaststroke.

The next afternoon the PLU squad traveled to Bellingham to go against the Western Washington Vikings in a dual meet. A lack of depth again betrayed the Lutes and the final score was 72-32 in favor of the Vikings.

Randy Senn turned in another fine individual performance, winning both the 200 yard freestyle and the 200 yard butterfly. Senn established a new school record of 1:54.3 in the former race, eclipsing his own mark. Dave Hansen also set a new school record for total points in diving with 250.50 points.

As the conference and national meets approach it is to be noted

that Randy Senn has already qualified for the national meet in four different events and is rated in the top five nationally in the NAIA in five events. The conference meet this year will be held at Lewis and Clark on Thursday through Saturday, March 5-7.

Skiers Squeeze Past Puget Sound

A grueling weekend of hard snow, ice, and rain (February 14-16) resulted in a close victory over UPS for the Lute ski team. After calculating and recalculating points, Monday night the team officially learned that they had won the meet by five tenths of a point.

John Larsen was scored out of the skisuit award by less than one point by Western's Greg Larson, although Greg finished ahead of John in only the jumping event. Women's skisuit award went to Joy Ward of the University of British Columbia, who also was the race award at the UPS meet at Crystal on January 17-18.

PLU's Larsen took third in the downhill and the slalom, and equal

to a first place victory in cross country, to become the winner of the Andre Dekshenicks award for men's individual combined score.

Jen Lenox from PLU won the women's individual combined award, as she placed third in the slalom, seventh in downhill, and fifth in cross country.

PLU also won the men's combined trophy, leaving only the women's combined to UPS. This was the sixth year of the Andre Dekshenicks competition between UPS and PLU. The three trophies that were won this year were also won last year.

As onlookers and competitors became drenched with rain, Chris Eidel jumped to 8th place in the slalom and 1st for the PLU jumpers. He was followed by John Larsen (7th) and Andy Olson (8th).

Karate Competition Coming to PLU Feb. 28

All the excitement and exotic flavor of karate will be demonstrated right here at PLU when four teams compete for the title in the Pacific Northwest Karate Championships competition, which is to be held in Olson Auditorium on Saturday, February 28 at 8 p.m.

Even in the heat of fierce competition the karate expert must be in complete control of his actions. This requires strict discipline of mind and body. Such an experience will be a remarkable one for anyone who is unfamiliar with the thrill of karate.

The Northwest Karate team championship is presented by the Pierce County Kidney Fund. Proceeds will help their work, which includes supporting the medical care of twenty-one local artificial kidney patients, thereby allowing them to cost live living.

Donations are \$2 for adults and \$1 for students. Tickets will be available at the door.



WHAT A WAY to get your kicks!



Under The Grandstand

By DAVE SODERLUND

There are but two regularly scheduled basketball games left as I write this and only one as you read it, and idle speculations as to the makeup of next year's team seem to abound. Last are Kollar, Sinnes, Miller, and Whitman, four seniors who have been instrumental in forging the third straight winning season for the Lutes. Returning will be seniors John Rando and Greg Freitag and juniors Abe Pabo and Lytle Mcintosh from those who saw regular varsity action. Beyond that your guess is as good as mine, but if the Lutes are going to be traditional conference contenders or even keep up their skein of winning seasons they will need more help than this year's JV team can offer. Coach Lundgaard must reach into his bag and pull out more than a couple of hares.

A lot has been said and done during the past two years concerning the plight of minority students on the PLU campus. Students for Black Progress was formed and they in turn started a minority scholarship fund. Still, looking at the ethnic makeup of a 11 the other schools in the area and of Tacoma itself we must ask why there are so few black students at PLU and why there are virtually no black athletes.

What you ask is a question like that doing on the sports page? Then, if your memory is good, you will recall to mind Oliver Johnson and Tony Carter from the football team of a few years ago and realize that Carter helped coach this year's team to show that PLU has black athletes.

There, however, has never been a black basketball player at PLU. (In contrast, look at the National Basketball Association where the percentage of black players approaches 75%.) It is not because they are not talented. It is not because they are unable to maintain the scholastic requirements of the school. (Columbia, UCLA, Stanford, USC, UW, Harvard, and Columbia all have black basketball players and none of these schools shows any athletic a free academic ride.)

The athletic program at PLU or at any school does not exist in a vacuum, it is intimately related with all other areas of campus life and attendance. Unless the athletic program reflects the tenets of the administration as to minority students, the whole policy and the minority scholarship program lose their effectiveness and their credibility to those whom they hope to serve—minority students themselves.

I am not advocating a percentage quota of black athletes on all teams—that type of solution solves the problem entirely. However, if PLU teams are to compete on an equal basis with other schools in western Washington—an important factor in student recruiting—they must tap into the riches the resources available for athletes and students, and this includes minority students. PLU is an expensive school and the Northwest Conference has set a ceiling on the amount of financial aid available to athletes, but athletic grants-in-aid are determined by need up to the league ceiling (and the budget of the athletic department) and should be able to offer more to minority students in financial aid than the fledgling minority scholarship fund during the next few years. The athletic department cannot afford to exist in a vacuum.

Granted, there has been some uproar by black athletes as to the stereotype involved which is just as confining as the color of their skin. However, in the situation at PLU an athletic program which would attempt to incorporate black athletes both as athletes and as students (a basketball player comparable to whatever amount of respect in this campus) would help to remove a serious stereotype from the school's image and could avoid the athlete's stereotype.

PLU is seen by many, both inside and outside the blinding fog of blind loyalty, as a racist school.

The school owes much to the Scandinavian tradition, but the tradition cannot be used as a convenient skirt to hide behind in confronting the issues today. It is entirely possible that the racist attitudes held by some members of the university community (neither student body nor faculty is guilt-free) are due to ignorance rather than conscious bigotry, but its existence remains. The school can no longer dare to shelter and nurture these attitudes through an institutional bold shoulder to the world or the maintenance of a traditionally all-white community.

If PLU is to succeed as a university it must change ethnically, and perhaps an enlightened and dedicated athletic department is a good place to begin. University athletics cannot exist in a vacuum.

MOORING MAST TO THE POINT

LENTEN SPEAKER SCHEDULE

Each Wednesday Night at 10:00 p.m. a Lenten service is held in Eastvold Chapel in order to devote our attention to the connection between the love of God, the will of God, and the predicament of man.

The coming speakers include:

- February 25—The Rev. Dr. Troy M. Strong, Mason Methodist Church, 2724 No. Madison, Tacoma
- March 4—The Rev. D. Anderson, University Place Presbyterian Church, 6100 27th Street, Tacoma
- March 11—The Rev. Dr. Robert H. Cochrane, Christ Episcopal Church, 318 North K., Tacoma

SPIRAL STAIRCASE COMING

Tickets are now on sale for the SPIRAL STAIRCASE for \$1.00 for the first row, and 50¢ for the balcony. Get them now, as they will be sold at the door for \$1.50.

MOJIBO VILLAGE PRESENTATION

Students and faculty with families are invited to retrace the Mojibbo Village trail with new and old friends Saturday, Feb. 28, at 7:30 p.m. in the Trinity Lutheran Church Fellowship room, for an informal slide presentation and discussion by six people from Mojibbo Village, Norway is provided for children.

FINANCIAL AID

Recipients of NATIONAL DEFENSE STUDENT LOANS, NURSING STUDENT LOANS, and EDUCATIONAL OPPORTUNITY GRANTS for second semester must sign for them in the Financial Aid Office before they can be credited to your account.

SCHOLARSHIP STATEMENTS DUE SOON

If you are concerned about financing your education next year, you probably qualify for financial aid. Applications and the Parent's Confidential Statement are available in the Financial Aid Office and should be on file with the College Scholarship Service by March 1, 1970, to receive full consideration. For further information, contact the Financial Aid Office, Room 125, Administration Building.

DISCUSSIONS HELD

Beginning Sunday, March 8, seminars and discussions will be held concerning topics such as family planning, abortion, and adoption. More details and information will be circulated throughout the campus the week before each presentation.

CONVOCATION

Thursday, Feb. 26, Rev. Reinhard Smith, prominent pastor, lecturer, and former Student Chaplain for technical and specialist colleges in Wurttemberg, will speak at PLU convocation Thursday. He has been commissioned in Germany to do study and research work on the future role of radio and TV in adult education and in combined teaching systems.

GRADUATE BUSINESS TESTS

For all seniors planning to take the Admissions Test for Graduate Study in Business, the next test will be held April 4, 1970. Application packets can be picked up in the Counseling and Testing Office. Registration closes March 13th.

Dean's List Multitude Continued

(Continued from Page 9)

Gretchen E.; Reeves, Mary E.; Rieker, Mark W.; Rieke, Emily E.; Rheinschild, Sharon L.; Rhodes, Richard P.; Rhoad, Clevelly J.; Roemer, George A.; Rivers, Jamie S.; Roberts, Carol J.; Rodning, Sharon A.; Roegner, Robert A.; Rogers, Jennifer A.; Roller, David L.; Rosenblatt, Fred E.; Rosinbaum, Susan Lynn; Rozell, Marlene B.; Rudolph, William H.; Rushing, Mirajane; Rudd, Janet L.; Ryan Lewis II.; Rysanek, Rochelle L.; Sander, J. William Jr.; Sandahl, Marcus A.; Sandover, Marcus A.; Sathya, Peter J.; Satrum, Karel J.; Scherthwaite, Cecilia; Schoop, Terry A.; Scharping, Karen A.; Schaumburg, John P.; Scheele, Randall D.; Schilling, Susan L.; Schmandt, Michael R.; Schmidt, Judith Ann; Schrackenberg, Dika; Schmittgrund, Patti L.; Schon, Bruce A.; Schmitz, Jeanne M.; Scholz, Nancy J.; Schwab, Johanna E.; Seckey, Karo A.; Seem, Vera L.; Seiner, Bruce J.; Shaw, Michael A.; Shay, Barbara J.; Sheels, James J.; Shepard, David G.; Shiphurst, Yvonne L.; Shurrow, Linda S.; Silvestri, Elda M.; Simonia, Kathleen J.; Simundson, Lin da K.; Sines, LeRoy J.; Sines, Sandra J.; Sizer, George T.; So-

vick, Lynda D.; Smith, Ruth M.; Smith, Doris G.; Smith, Jason; Smith, Sharon M.; Snyder, Wilbur M.; Snyder, William J. Jr.; Soderlund, David M.; Sordlund, Barbara A.; Sparkman, Laetia M.; Sproule, Alyson; Stahl, Gloria K.; Stolman, Erica D.; Stovson, Richard L.; Sufferahn, Bruce E.; Strand, Erik J.; Stuenkel, Molly; Sudja, Karen E.; Sullivan, Remly N.; Swendsen, Karen M.; Swelling, Judy Ann; Swanson, Janet M.; Swanson, Julie A.; Swanson, Peter M.; Swedstedt, Eva E.; Swenson, Lavern H.; Tanner, Una P.; Taplin, Laurie A.; Taylor, Julie K.; Taylor, Patricia; Tellefsen, Gayle E.; Thomas, Richard L.; Thompson, Barbara J.; Thompson, Larry C.; Thompson, Mikkel C.; Thompson, Robert H.; Thompson, Vicki L.; Thurston, Deborah L.; Thyself, David R.; Tidel, Evelyn N.; Tuff, Ronald I.; Tolstad, Rebekah L.; Torgenhud, Sheryl L.; Torvik, Carolyn J.; Tuff, Richard J. Jr.; Turmel, Philip C.; Twiss, Gary A.; Usher, Stephen M.; Verano, Alois J.; Verano, Bruce E.; Vorenes, Susan J.; Walker, Doris R.; Ward, Cathy A.; Warner, Michael W.; Watsdale, Leif, H.; Watson, Marlene



KUNIKO MILLER will perform Sunday, March 1.

Pianist Offers Sunday Recital

Connie Kuniko Miller will present a complimentary piano recital on Sunday, March 1st at 4 p.m. in Eastvold Auditorium of Pacific Lutheran University.

Miss Miller, a native of Tokyo, Japan, earned her Bachelor and Master's degree in piano from the University of Tokyo and at the age of 18 was the sole entrant from Yokohama chosen to enter the University.

Since the age of 23 she has been a piano soloist in her native country. She is a member of the Tacoma Chapter of the Washington State Music Teachers' Association and is presently studying with Calvin Knapp, Head of the Piano Department at Pacific Lutheran University.

Her program will comprise works of Chopin, Debussy, and the "Waldstein" Sonata of Beethoven.

LISTEN TO

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Federal Career Reps Arrive Soon

The Western College Placement Association, of which Pacific Lutheran is a member, was created to assist students in securing good jobs with career opportunities. Of course, the largest employer in this country is the U. S. government. For this reason, on Thursday, March 5th, representatives of more than thirty-six federal agencies operating in the Pacific Northwest will come to PLU.

Their visit will begin with a special convocation held in X-301. Here Mr. Gary Baldwin, Assistant to the Chairman of the board of the National Executive Board, will give an address on federal career opportunities. Although he and his colleagues are looking for people to fill positions in the Northwest, Mr. Baldwin will also describe programs which might result to placement anywhere in the world.

Following his address and a coffee hour, Mr. Baldwin and his

associates will tour the campus with members of the local Alpha Kappa Psi business fraternity and later will visit various classes. They are not interested in talking only to seniors; indeed, they urge students to begin planning their careers when they are freshmen.

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