



VOL 6 NO 29 Pacific Lutheran University May 8, 1969

'Camelot' At PLU This Weekend

One of Lerner and Loewe's all-time hit musicals, "Camelot," will be performed by a 43-member cast at Pacific Lutheran University Thursday through Saturday, May 8-10.

The production, eminently successful as both a Broadway musical and as a movie, is based on T.H. White's novel, "The Once and Future King," one of the best of the familiar lover's triangle stories.

Nearly a dozen of the vocal hits from the "Camelot" score have become standards in the years since the production first appeared on Broadway.

The PLU version, which includes the entire musical score, is produced by Theodore O. H. Karl, chairman of the university speech department.

Choir of the West director Maurice Skones, is the musical director for the production, which includes some 30 selected instrumentalists and voices. Eric Nordholm, creator and director of the popular PLU Children's Theatre, will direct the musical.



Brad Miller as King Arthur and Roberta Allen as Queen Guenevere in the PLU production of "Camelot," opening a three-day run at PLU Thursday, May 8.

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ROUNDTABLE

DR. THOMAS H. LANGEVIN (academic v.p.) was in Twin Falls, Idaho recently to address a regional Missouri Synod conference. . . DR. DAVID OLSON, ROY CARLSON (both P. E.), DR. PHILIP NORDQUIST (hist.) and JAMES VAN BEEK (financial aids) attended the Northwest Conference meeting at Lewis & Clark, Portland, last Saturday. . . RICHARD ARNOLD (drama) took his Chapel Players to Portland's Bethlehem Lutheran Church, Rev. George Grewenow, pastor, and the group was very well received. . . The Players are booked up solid for the balance of the school year and have several dates filled for fall. . . MARGARET WICKSTROM (dean of women) has been elected to a two-year term as president of the Tacoma Chapter of Administrative Women in Education. . . Friday MISS WICKSTROM will speak at an area council meeting in Tacoma of Pacific Northwest Toastmistress clubs. . . LEIGHLAND JOHNSON (dir. of housing) and LANCE HURT (dir. of men's housing) were in Bellingham this week for the convention of the Association of College and University Housing Officers. . . Tuesday was PLU day at the Downtown Kiwanis Club meeting. . . speakers were A. DEAN BUCHANAN (v.p. bus. & finance), DR. E. C. KNORR (soc.) and STEVE MORRISON (ASPLU). . . Music was provided by the Choir of the West under the baton of MAURICE H. SKONES. . . DR. ERVING SEVERTSON (psych) was in Vancouver, Wash. Thursday where he was keynote speaker for the IAPES state convention under the aegis of the Employment Security Department . . . DR. J. A. SCHILLER (soc.) spent last week in Washington, D. C. as a member of the Advisory Committee To Title VII, Section 707, Manpower and Training Act of the Dept. of Health, Education and Welfare . . . Last Friday LUCILLE M. JOHNSON (Eng.) spoke to a Bellevue Reading Club. . . her subject was "The Revival of Rhetoric." . . DR. RONALD JORGENSON (educ.) addressed the Parkland Rotary Club Monday, May 5, on the topic "Peak Experiences in Everyday Life." . . DR. DAVID OLSON (phys. ed.) has been invited to speak at the annual Honors Award Banquet given by the Department of Physical Education and Athletics at Washington State University. . .

PLU Orchestra, Chorale Plan May 18 Concert

Three major works based on the Mass text will be featured during the final concert of the season to be presented by the PLU University Chorale and Orchestra.

The concert will be given Sunday, May 18, at 8:15 p.m. in Trinity Lutheran Church.

The major works, dating from three different centuries, begin with the "Missa Dixit Maria" by the Renaissance composer Hans Leo Hassler, a work that will be performed a cappella by the Chorale.

The second setting will be the Stravinsky Mass (1948), which is scored for choir and double woodwind quintet. Although this work is one of the most famous and best sacred choral pieces of the 20th century, it is performed infrequently due to its unusual orchestration and extreme difficulty.

The final work of the concert will be the Beethoven "Mass in C Major," calling for full orchestra, chorus and soloists. Soloists for this work are Letitia Garner, soprano; Karen Marra, mezzo soprano; Wallace Englebrect, tenor; and William Sare, baritone.

The University Orchestra is under the direction of Stanley Petrusis. David Urness directs the University Chorale.

FULL RECITAL OF VOCALISTS FEATURED IN FRIDAY NOON MUSIC

A full recital of vocalists will be featured during this week's Friday Noon Music concert, sopranos, altos, tenors and basses.

Performers will be Sandy Lamberger, John Polzin, Alice Landry, Rich Holmes, Anna Marie Casteel, Joyce Johnson, Mark Scholz and Diane Stober.

Same time, same place, X-201, 12:30 p. m.

Campus, Alumni Honor Dr. Mortvedt



Best Wishes



Tribute



Gratitude

Dr. Robert Mortvedt, Pacific Lutheran University president for the past seven years, became the fourth man in the history of the university to be presented the PLU Distinguished Alumnus Award.

The presentation was made by Robert Nistad, PLU Alumni Association president, during the annual PLU Alumni Banquet, held in Dr. Mortvedt's honor Saturday night.

The honor followed presentations of gifts from regents, administrators, faculty and students, and a talk by Dr. Sidney Rand, president of St. Olaf College, who described Dr. Mortvedt as "one of God's great people."

Dr. Mortvedt will retire as PLU president August 1.

The university board of regents and administrative council represented by board chair Earl Eckstrom, presented Dr. Mortvedt and his wife with a pickup camper. A Mauricio Lasansky print was given on behalf of the faculty by Dr. Curtis Huber, professor of philosophy, and the PLU students gave a volume to the PLU library, named in Dr. Mortvedt's honor.

A long-time friend of Dr. Mortvedt, Dr. Rand, of Northfield, Minn., offered his description at the conclusion of his address. He said, "I submit tonight we honor one of those whose presence on the campus has delivered this community from being a gathering of 'little people.' Here is one of God's people with a vision of what education is, of what the church is, and of what life can be for all of us."

Dr. Rand defined education as the art of keeping the right things together.

"On the campuses these days polarization takes place," he said. "Students, faculty, administration, alumni, constituents--each becomes self-conscious, often defensive, about the right of power, and works toward a destruction of the community we believe the college to be.

"In the midst of this it is well to place our definition of education--keeping the right things together," Dr. Rand said.

Dr. Foss Funeral Held In Seattle

Rev. Dr.
H. L.
Foss



Funeral services for the Rev. Dr. H. L. Foss, 75, former chairman of the board of regents, were held in Seattle Monday. Dr. Foss died of a heart attack in his Seattle home Wednesday evening, April 30.

The Rev. H. S. Babington conducted the funeral in Ballard First Lutheran Church. The Rev. Dr. Philip Dybvig, retired director of American Missions for the ALC, gave the sermon. Greetings were given by the Rev. Dr. Fredrik A. Schiotz of Minneapolis, president of the ALC; the Rev. Dr. S. C. Siefkes, president of the North Pacific District; and the Rev. Dr. Gaylerd Flade, president of the South Pacific District.

All four of these speakers have received honorary doctor of divinity degrees from PLU.

Dr. Foss, a native of Bellingham, was regents chairman from 1942 until his retirement in 1964. He was president of the North Pacific District from 1931-64. He served parishes in Bellingham and Silverton, Oregon from 1919 to 1931.

Dr. Foss attended PLU in 1914. Foss Hall for men is named in his honor.

Dr. Foss is survived by his wife, Elise, of the home; a daughter, Mrs. Robert J. (Patricia) Svare, two grandchildren, four sisters and a brother.

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King Arthur is portrayed by Brad Miller, a veteran of the musical "South Pacific," staged at PLU two years ago. He is a senior from Sacramento, Calif.

His queen, Guenevere, is played by Roberta Allen. The senior coed from Bellevue performed in "Song of Norway" two years ago.

Dennis Goin, in the role of King Pellinore, and David Richardt as Mordred, Arthur's illegitimate son, have both appeared in PLU musicals, Children's Theatre and a variety of dramas.

David Chance, a senior from Franklin Pierce, is slated for the role of Lancelot.

Tickets for all three performances are on sale at the Eastvold Auditorium box office, Lakewood Record and Book Shop, Lakewood Center, and Ted Brown Music Store, downtown Tacoma, \$1.50 for adults, \$1 for students.

MEMORANDUM

TO: All Members of the Administration,
Faculty, Students and Staff
FROM: Robert Mortvedt, President

All day Thursday and Friday, May 8 and 9, a three-member visiting team from the Board of College Education of the ALC will visit our campus. The team consists of Dr. Leonard Haas, chairman (president of Wisconsin State University), Dr. Ed. A. Sagebiel (Seguin, Texas), and the Rev. Erling Wold (Grand Forks, N. Dak.)

The purpose of the visits to all of the colleges and universities of the Church is to enable the members of the team to acquaint themselves at first-hand with various schools. The information and knowledge they bring to the Board are extremely useful as it confronts decisions affecting all of the institutions.

Since Dr. Langevin has coordinated all of the arrangements, any questions or concerns you may have relative to the visitation may be directed to him. Individual members of the team may be reached while on campus by calling extensions #211 or #212.

Dr. Pattie Distinguished PLU Teacher

* * * * *

While the effects of pollution have captured the headlines, a Pacific Lutheran University biology professor and his students have quietly been studying the same effects on types of marine life.

This project, along with his continuing conscientious work throughout the year, has earned Dr. Donald L. Pattie a trophy as "PLU Distinguished Teacher for 1969."

Dr. Pattie accepted the honor Thursday morning from Robert Mallon, past president of the Washington State Auto Dealers Association, sponsors of the annual award.

The selection was made by a panel of administrators, faculty and students from among nominations submitted by members of the PLU faculty.

Pattie is extremely active throughout the school year developing projects and experiments of practical use both to his students and to other biologists.

He and one of his classes spent a recent April weekend at Brynwettas Farms, located on secluded Case Inlet. A part of the Haley family trust, PLU has been authorized to use the 300-acre estate for research purposes.

According to Pattie, it is an ideal natural research laboratory from which to gather information on the kinds, numbers and sizes of organisms as they exist in a relatively pollution-free environment.

"There is no appreciable industry and the area is sparsely populated," he explains.



Dr.
Donald
Pattie



Data gathered by Pattie and his students will provide valuable source for researchers who can return to the exact location in years to come and determine accurately the effect of increased pollution.

The project Pattie described as a "transect of the beach." It began with classroom and laboratory preparation, while at the same time the students were building their own equipment. There was also the necessity for camping gear, menus and money.

At the beach the team started by surveying the area to establish an exact location. Then they carefully dug to obtain samples, working with a fixed volume from a predetermined depth and size not unlike the cautious diggings of an archaeologist.

Finally the specimens gathered were analyzed carefully and recorded.

"Kinds of species are important because only particular species can live in a particular environment," Pattie pointed out. "By determining the size we can tell whether its an old, stagnant population or a young population with lots of reproduction taking place."

Sometime in the future the research conducted by the Pattie team will give other scientist professionally-acquired facts rather than education guesses on which to base their conclusions.



Spring Band Concert Set For Tuesday Evening

Pacific Lutheran University's Concert Band will present a program of primarily contemporary music during its annual Spring Concert Tuesday, May 13.

The 66-piece band, under the direction of Prof. Gordon O. Gilbertson, will perform in Eastvold Auditorium at 8:15 p. m.

A chorale by Vaclav Nelhybel, based on a medieval Bohemian Chant, will open the program, followed by a contemporary Martin Mailman number, "Geometrics in Sound."

A light, entertaining work, "Diver-timento for Band" by Vincent Persichetti, and Fugue from Symphony in B Flat for Concert Band by Paul Hindemith precede the intermission.

The second half of the program features compositions by Clifton Williams, Robert H. Pearson, G. Verdi and Haydn Wood. "Symphonic Dance No. 3 'Fiesta'" was originally commissioned by Williams for the 25th anniversary of the San Antonio Symphony Orchestra in 1965. Pearson's "Concert Piece for Winds and Percussion" was first performed in 1967.

The final two selections are Verdi's familiar rhythm "Bolero" and Wood's "Mannin Veen" based on four Manx folk-songs.

The program, sponsored by the PLU department of music, is complimentary to the public.

MAYOR OF MINNEAPOLIS TO GIVE URBAN AFFAIRS LECTURE AT PLU

The mayor of Minneapolis will speak at PLU Monday, May 12, in the second of a series of urban affairs lectures sponsored by PLU under a grant from the S & H Foundation.

Arthur Naftalin, also a member of the National Urban Coalition steering committee, will give morning and evening addresses on "The Urban Coalition Movement and the Urban Crisis."

He will speak at 10:30 a.m. convocation in Eastvold Auditorium and also at the McCarver School Auditorium at 7:30 p. m.

Naftalin has been instrumental in the establishment of both the national and the Minneapolis Urban Coalitions.

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LIBRARY ACQUIRES ERIC CATALOG OF DOCUMENTS ON DISADVANTAGED

The Library has recently acquired the microfiche for all 1,740 documents in the "Eric catalog of selected documents on the disadvantaged." The Library also has part of the microfiche from the Eric Research in education.

This represents a vast resource for people interested in all phases of education and community problems. Since there are now two readers, one of which is a print-out, this acquisition can be most useful. This comes to us as a gift from the the Department of Health, Education and Welfare, culminating two years of correspondence.

This material is well indexed and the reference department will be glad to assist those wishing to explore its possible use. These are reports on research projects funded by the U. S. Office of Education of eighteen clearing houses that comprise the National Eric network. In handling the items, one notes research in new methods of teaching various subjects as, foreign languages, math, science; community development; education of the gifted, etc.

Lute Baseballers Spurt, Win Three

LUTES IMPROVE DEFENSE: THREE WINS ARE THE RESULT

Late starts have been a Lute trademark this year, and the PLU baseball team is no exception. Unfortunately, the diamond spurt has come a bit too late to satisfy Coach Joe Broeker and his never-say-die athletes.

After winning only one of their first 13 games this spring the Lute baseballers rallied this week for three victories in six games. They split twin bills with Whitman, Seattle Pacific and St. Martin's.

Righthander John Polzin notched two of the victories, giving him three of the four Lute triumphs. Gordy Gunderson collected the win over St. Martin's even though Polzin had stemmed the early visitor scoring tide for three innings while the Lutes were catching up.

In order, PLU stopped Whitman Monday 3-1 behind Polzin's six-hit pitching, then dropped a 3-2 decision on three errors.

St. Martin's shut out the Lutes in the last three innings to grab the second contest 6-5, amassing 12 hits.

Seattle Pacific won the first game of Saturday's double header 4-2 before succumbing to Polzin's four-hit pitching in the nightcap.

One of the big differences in the Lutes' play this past week was the improved defense. After committing 33 errors in the first 15 games with as many as seven in one contest, the Lutes bobbled only five times in these six games, three of those in the Whitman loss.

SCHOOL RECORDS FALL BUT TRACKSTERS SETTLE FOR 5TH IN NWC MEET

Pacific Lutheran set two school records at this week's Northwest Conference track meet, but finishing fifth ahead of Whitman and College of Idaho. Lewis and Clark successfully defended its title.

Ted Homme finished second in the pole vault with a 13-foot effort, enough to break Rod Hanna's old school mark of 12'9 3/4".

Jerry Gugel finished third in the two-mile, only 1.5 seconds off the PLU record in 9:38.7, then broke the school mile mark by .2 of a second with a sixth place finish.

Stan Pietras and Phil Tundel also picked up third place finishes in the discuss and javelin respectively, 143' 7" and 186' 8".

Other PLU entries earning points were Steve LeMonds in the 440, 4th in 50.7; Mark Woldseth in the half mile, 5th in 1:58.9; the mile relay team, 4th in 3:26.5; and 440 relay team, 5th in 44.7.

NWC TENNIS RESULTS STILL UP IN THE AIR

Dave Beam and Mike Benson made it to the finals of the NWC Tennis Championships doubles competition, then lost a hard-fought match to Lewis and Clark 6-3, 9-11 and 7-5.

The pair was the only PLU entry remaining after Friday's competition.

Postponement of the singles finals has left the final results in doubt, but as this is printed, the Lutes can finish no worse than a tie for third and could share second place.

Lewis and Clark is the apparent winner.

In other action, PLU netters lost to University of Puget Sound 6-3 Tuesday. Beam won his singles match and teamed with Benson for the second Lute point. The other PLU winner was Dave Soderlund in the singles.

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LUTE LIGHTWEIGHT ROWERS CHALLENGE POWERFUL HUSKIES

The Lute lightweight shell contingent took on University of Washington on Lake Washington Saturday, finishing second by two-and-a-half lengths because of a broken oar slide.

PLU had almost a length lead over the Huskies and distant Seattle University before the mishap.

The race was a preliminary to the U of W - California varsity clash, won by Huskies on a choppy, windy course.

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BIRTHDAYS

Claude Connell May 13

Laverne Peterson May 17

PLU FACULTY BOWLERS FINISH IN SECOND

Captain Ray Klopsch and his PLU Faculty bowling team wound up the season Monday night with a 3-1 victory over Western Auto to win the second place trophy for the Parkland Merchants League. Last year the faculty keglers also placed second.

The overall record of the team for the season was 76 wins and 55 losses.

In addition to Dr. Klopsch, other men on the team were Norman Nesting, Kenneth Cabbage, Kenneth Batker, Kenneth Lueder, Dean Buchanan, Harry Adams and Milton Nesvig.

The Case for Professionalism

by Robert Brustein

In such a state of society [a state of democratic anarchy]; the master fears and flatters his scholars, and the scholars despise their masters and tutors; young and old are alike; and the young man is on a level with the old, and is ready to compete with him in word and deed; and old men condescend to the young and are full of pleasantry and gaiety; they are loth to be thought morose and authoritative, and therefore they adopt the manners of the young. . . .

Plato, *The Republic*, Book VIII

Among the many valuable things on the verge of disintegration in contemporary America is the concept of professionalism – by which I mean to suggest a condition determined by training, experience, skill, and achievement (by remuneration, too, but this is secondary). In our intensely Romantic age, where so many activities are being politicalized and objective judgments are continually colliding with subjective demands, the amateur is exalted as a kind of democratic culture hero, subject to no standards or restrictions. This development has been of concern to me because of its impact upon my immediate areas of interest – the theater and theater training – but its consequences can be seen everywhere, most conspicuously in the field of liberal education. If the amateur is coequal – and some would say, superior – to the professional, then the student is coequal or superior to the professor, and “the young man,” as Plato puts it in his discourse on the conditions that lead to tyranny, “is on a level with the old, and is ready to compete with him in word and deed.”

As recently as five years ago, this proposition would have seemed remote; today, it has virtually become established dogma, and its implementation is absorb-

ing much of the energy of the young. Although student unrest was originally stimulated, and rightly so, by such external issues as the war in Vietnam and the social grievances of the blacks and the poor, it is now more often aroused over internal issues of power and influence in the university itself. Making an analogy between democratic political systems and the university structure, students begin by demanding a representative voice in the “decisions that affect our lives,” including questions of faculty tenure, curriculum changes, grading, and academic discipline. As universities begin to grant some of these demands, thus tacitly accepting the analogy, the demands escalate to the point where students are now insisting on a voice in electing the university president, a role in choosing the faculty, and even a place on the board of trustees.

I do not wish to comment here on the validity of individual student demands – certainly, a student role in university affairs is both practical and desirable, as long as that role remains advisory. Nor will I take the time to repeat the familiar litany of admiration for the current student generation – it has, to my mind, already been sufficiently praised, even overpraised, since for all its intrinsic passion, intelligence, and commitment, the proportion of serious, gifted, hardworking students remains about what it always was (if not actually dwindling for reasons I hope soon to develop). I do want, however, to examine the analogy which is now helping to politicize the university, and scholarship itself, because it seems to me full of falsehood.

Clearly, it is absurd to identify electoral with educational institutions. To compare the state with the academy is to assume that the primary function of the university is to govern and to rule. While the relation-

ship between the administration and the faculty does have certain political overtones, the faculty and administration can no more be considered the elected representatives of the student body than the students — who were admitted after voluntary application on a selective and competitive basis — can be considered freeborn citizens of a democratic state: the relationship between teacher and student is strictly tutorial. Thus, the faculty member functions not to represent the student's interests in relation to the administration, but rather to communicate knowledge from one who knows to one who doesn't. That the reasoning behind this analogy has not been more frequently questioned indicates the extent to which some teachers are refusing to exercise their roles as professionals. During a time when all authority is being radically questioned, faculty members are becoming more reluctant to accept the responsibility of their wisdom and experience and are, therefore, often willing to abandon their authoritative position in order to placate the young.

The issue of authority is a crucial one here, and once again we can see how the concept of professionalism is being vitiated by false analogies. Because some authority is cruel, callow, or indifferent (notably the government in its treatment of certain urgent issues of the day), the Platonic *idea* of authority comes under attack. Because some faculty members are remote and pedantic, the credentials of distinguished scholars, artists, and intellectuals are ignored or rejected, and anyone taking charge of a classroom or a seminar is open to charges of "authoritarianism." This explains the hostility of many students towards the lecture course — where an "authority" communicates the fruits of his research, elaborating on unclear points when prodded by student questioning (still a valuable pedagogical technique, especially for beginning students, along with seminars and tutorials). Preferred to this, and therefore replacing it in some departments, is the discussion group or "bull session," where the student's opinion about the material receives more attention than the material itself, if indeed the material is still being treated. The idea — so central to scholarship — that there is an inherited body of knowledge to be transmitted from one generation to another — loses favor because it puts the student in an unacceptably subordinate position, with the result that the learning process gives way to a general free-for-all in which one man's opinion is as good as another's.

The problem is exacerbated in the humanities and social sciences with their more subjective criteria of judgment; one hardly senses the same difficulties in

the clinical sciences. It is unlikely (though anything is possible these days) that medical students will insist on making a diagnosis through majority vote, or that students entering surgery will refuse anaesthesia because they want to participate in decisions that affect their lives and, therefore, demand to choose the surgeon's instruments or tell him where to cut. Obviously, some forms of authority are still respected, and some professionals remain untouched by the incursions of the amateur. In liberal education, however, where the development of the individual assumes such weight and importance, the subordination of mind to material is often looked on as some kind of repression. One begins to understand the current loss of interest in the past, which offers a literature and history verified to some extent by time, and the passionate concern with the immediate present, whose works still remain to be objectively evaluated. When one's educational concerns are contemporary, the material can be subordinated to one's own interests, whether political or aesthetic, as the contemporary literary journalist is often more occupied with his own ideas than with the book he reviews.

Allied to this problem, and compounding it, is the problem of the black students, who are sometimes inclined to reject the customary university curriculum as "irrelevant" to their interests, largely because of its orientation towards "white" culture and history. In its place, they demand courses dealing with the history and achievements of the black man, both in Africa and America. Wherever history or anthropology departments have failed to provide appropriate courses, this is a serious omission and should be rectified: such an omission is an insult not only to black culture but to scholarship itself. But when black students begin clamoring for courses in black law, black business, black medicine, or black theater, then the university is in danger of becoming the instrument of community hopes and aspirations rather than the repository of an already achieved culture. It is only one more step before the university is asked to serve propaganda purposes, usually of an activist nature: a recent course, demanded by black law students at Yale, was to be called something like "white capitalist exploitation of the black ghetto poor."

On the one hand, the demand for "relevance" is an effort to make the university undertake the reparations that society should be paying. On the other, it is a form of solipsism, among both black students and white. And such solipsism is a serious threat to that "disinterestedness" that Matthew Arnold claimed to be the legitimate function of the scholar and the critic. The proper study of mankind becomes contemporary or future man; and the student focuses not on the outside world, past or present, so much as on a parochial corner of his own immediate needs. But this is childish,

MR. BRUSTEIN has been drama critic of this journal since 1960, and is dean of the drama school at Yale University and the author of *Seasons of Discontent*.

in addition to being Romantic, reflecting as it does the student's unwillingness to examine or conceive a world beyond the self. And here, the university seems to be paying a debt not of its own making – a debt incurred in the permissive home and the progressive school, where knowledge was usually of considerably less importance than self-expression.

In the schools, particularly, techniques of education always seemed to take precedence over the material to be communicated; lessons in democracy were frequently substituted for training in subjects; and everyone learned to be concerned citizens, often at the sacrifice of a solid education. I remember applying for a position many years ago in such a school. I was prepared to teach English literature, but was told no such subject was being offered. Instead, the students had a course called *Core*, which was meant to provide the essence of literature, history, civics, and the like. The students sat together at a round table to dramatize their essential equality with their instructor; the instructor – or rather, the coordinator, as he was called – remained completely unobtrusive; and instead of determining answers by investigation or the teacher's authority, they were decided upon by majority vote. I took my leave in haste, convinced that I was witnessing democracy totally misunderstood. That misunderstanding has invaded our institutions of higher learning.

For the scholastic habits of childhood and adolescence are now being extended into adulthood. The graduates of the *Core* course, and courses like it, are concentrating on the development of their "life styles," chafing against restrictions of all kinds (words like "coercion" and "co-option" are the current jargon), and demanding that all courses be geared to their personal requirements and individual interests. But this is not at all the function of the university. As Paul Goodman has observed, in *The Community of Scholars*, when you teach the child, you teach the person; when you teach the adolescent, you teach the subject through the person; *but when you teach the adult, you teach the subject*. Behind Goodman's observation lies the assumption that the university student is, or should already be, a developed personality, that he comes to the academy not to investigate his "life style" but to absorb what knowledge he can, and that he is, therefore, preparing himself, through study, research, and contemplation, to enter the community of professional scholars. In resisting this notion, some students reveal their desire to maintain the conditions of childhood, to preserve the liberty they enjoyed in their homes and secondary schools, to extend the privileges of a child- and youth-oriented culture into their mature years. They wish to remain amateurs.

One can see why Goodman has concluded that many of the university young do not deserve the name of students: they are creating conditions in which it is

becoming virtually impossible to do intellectual work. In turning their political wrath from the social world, which is in serious need of reform (partly because of a breakdown in professionalism), to the academic world, which still has considerable value as a learning institution, they have determined, on the one hand, that society will remain as venal, as corrupt, as retrogressive as ever, and, on the other hand, that the university will no longer be able to proceed with the work of free inquiry for which it was founded. As an added irony, students, despite their professed distaste for the bureaucratic administration of the university, are now helping to construct – through the insane proliferation of student-faculty committees – a far vaster network of bureaucracy than ever before existed. This, added to their continual meetings, confrontations, and demonstrations – not to mention occupations and sit-ins – is leaving precious little time or energy either for their intellectual development, or for that of the faculty. As a result, attendance at classes has dropped drastically; exams are frequently skipped; and papers and reports are either late, under-researched, or permanently postponed. That the university needs improvement goes without saying. And students have been very helpful in breaking down its excesses of impersonality and attempting to sever its ties with the military-industrial complex. But students need improvement too, which they are hardly receiving through all this self-righteous bustle over power. That students should pay so much attention to this activity creates an even more serious problem: the specter of an ignorant, uninformed group of graduates or dropouts who (when they finally leave the academic sanctuary) are incompetent to deal with society's real evils or to function properly in professions they have chosen to enter.

It is often observed that the word *amateur* comes from the Latin verb, to love – presumably because the amateur is motivated by passion rather than money. Today's amateur, however, seems to love not his subject but himself. And his assault on authority – on the application of professional standards in judgment of his intellectual development – is a strategy to keep this self-love unalloyed. The permanent dream of this nation, a dream still to be realized, has been a dream of equal opportunity – the right of each man to discover wherein he might excel. But this is quite different from that sentimental egalitarianism which assumes that each man excels in everything. There is no blinking the fact that some people are brighter than others, some more beautiful, some more gifted. Any other conclusion is a degradation of the democratic dogma and promises a bleak future if universally insisted on – a future of monochromatic amateurism in which everybody has opinions, few have facts, nobody has an idea.