

Happy Birthday

Mooring Mast

V.L. Levin

Voice of the Student body at Pacific Lutheran University

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PACIFIC LUTHERAN UNIVERSITY — WEDNESDAY, APRIL 22, 1970

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Walk to Fight Tacoma Poverty

Today, nearly half of the earth's population suffers from hunger or malnutrition. Two-thirds of its people live in countries where average diets are nutritionally inadequate. AIDS here in the global development area more than two million Americans are physically hungry and many millions more are malnourished. Modern Technology, which has landed men on the moon and developed weapons powerful enough to destroy his earthly existence, has pitifully failed to provide his most basic of birthrights, freedom from hunger.

In response to problems connected with hunger and human suffering, Governor Evans has declared the week of the 19th as *Develop Your World*. At PLU this will mean teach-ins throughout the week, culminating on the 20th in the Walk For Development in Tacoma.

In the Walk program each person willing to walk asks individuals and groups to sponsor him. The sponsor pledges an amount of money for each mile the walker can complete.

Last year more than 1,200,000 people sponsored 20,000 walkers in thirty-five walks across the nation. From these, over \$28,000 was earned.

Of the money earned 42.5% is used domestically. Another 43% of the funds are used overseas in

such programs as mobile nutrition units, agricultural training programs and rural school construction. The remaining 15% is used to further the American Freedom from Hunger Foundation's educational programs here in the U.S.

Money raised in the Tacoma area will be divided three ways. One portion of the funds raised will go to an Aid to Dependent Children program that will provide funds to renovate some city photo houses for only \$2,000 total cost.

The second part of the Tacoma money will go to the OBY scholarship fund at TCC. It was created by the Black Student Union to provide money for underprivileged students of all colors.

The remainder of funds earned will go to the proposed Malcolm X Community Center in the Hilltop area.

Besides people to walk the program also needs people to man check-points along the thirty-two mile course, and to drive cars to pick up people who are unable to make the complete journey. If you wish to volunteer please contact Eric Strand, ext. 985.

Sponsor cards for those who wish to join the WALK are to be found at the Info Desk. If you need transportation to the starting point, contact W. Brown, ext. 815.



THE PHYSICIST, a Tragi-Comedy directed by Lew Rhoe, will be presented April 23-25.

Comedy Premieres Thursday

Three of the world's greatest physicists are confined to an insane asylum in the tragic-comedy "The Physicists," to be presented by Pacific Lutheran University's Alpha Psi Omega dramatic fraternity April 23-25.

"The Physicists," written by

Friedrich Schlegel, is directed by Lew Rhoe, a senior drama major from Salem, Ore. It is the story of three physicists, three corpses, two secret radio transmitters, a hunchbacked spinster psychiatrist and "powerful frightening secrets that the world may never know."

Cast in the major roles are Mikki McDermid, a senior drama major from Coeur d'Alene, Ida, as Doctor Mathilde von Zand; Jim Derck,

senior from Beaverton, Ore., as Einstein; Charles Nordquist, also a sophomore, from Seattle, as Newton; Craig Hultings, a freshman from Eugene, Ore., as Heisenberg; and Bob Omer, a sophomore from Port Angeles, as the Inspector.

Performances begin at 8:15 p.m. each evening in the Red Room at the College Union Building. Tickets will be available at the door.

Stafford Offers Free Reading

By BOB HASSELBLAD
Travelling throughout dark I found a deer dead on the edge of the Wilson River road. It is usually best to roll them into the canyon: that road is narrow; to swerve might make more dead.

... I thought back for us all—only ever living—then pushed her over the edge into the river.

William Stafford will be at PLU Wednesday, April 22, to give a reading of his poetry. The reading will be held in, or weather permit-

ting, on the lawn north of East-vold Chapel at 3:30 p.m.

As well as being one of the best poets writing in English, Stafford is also one of the best readers to have made the circuits. He is now a Professor of English at Lewis and Clark College and has recently accepted the appointment of Consultant in Poetry at the Library of Congress.

William Stafford was born in Hutchinson, Kansas in 1914. He is currently married and has four children. He received his degrees at the University of Kansas and the University of Iowa. Besides teaching college in Kansas, Iowa, California, Indiana, and Oregon, he has worked as a laborer in sugar beet fields, in an oil refinery, and in soil conservation.

He has also served as secretary of education for the Brethren Service Commission. During World War II, Stafford did labor and office work for the Church of the Brethren and cooperating agencies in Civilian Public Service (alternate service for conscientious objectors.)

William Stafford's publications include *Allegiances*, *The Rescued Year*, *Travelling Through the Dark*, *West of Our City*, and *Down in my Heart*. His work has also appeared in many anthologies and periodicals. Awards include the National Book Award, the Guggenheim Fellowship, and the Poetry Magazine Award.

The reading will be held in conjunction with Earth Day and will be complimentary to the public.



WILLIAM STAFFORD

Provost Candidate Here Today

Dr. Louis Almen, Executive Secretary of Higher Education and Church Vocation of the LCA, will be on campus today and tomorrow interviewing as a candidate for the position of Provost. Students and faculty are invited to meet with him according to the following schedule.

Wednesday
1:30—Meeting with the Deans in the President's Conference Room
3:30—Meeting with the Departmental Chairmen in the President's Conference Room
4:00—Coffee Hour for the entire campus in Xavier Faculty Lounge
5:30—Dinner with students in the

CUB, CB No. 1

Thursday
9:00—Meeting with Dr. Wiegman
10:30—Meeting with Vice Presidents, CHOICE, Registrar, Admissions etc. in Faculty Lounge, Xavier

1:00—Academic Council Meeting in Xavier Faculty Lounge

The Provost Selection Committee would like to request that each person who has had contact with any of the Provost candidates please pick up an evaluation form at the Information Desk Friday morning, record their reactions, suggestions and evaluations on that sheet and turn it back in at the Information Desk by 5:00 p.m. that evening.

'Once in My Life' to Aid Choir

"Once in My Life" is something so special as its name says it will be performed at PLU Sunday, April 26, at 8:15 p.m. in Olson Auditorium.

Conceived as a benefit for the PLU Choir of the West, the program honors Mercedes Ruck and a variety of West Coast talent that runs the gamut from Mozart to Motown.

Adding a special touch to the show is the fact that it has been arranged and produced by PLU student George Wagner.

Wagner, while majoring in opera, has played a number of instruments with both the university band and orchestra. His spare time efforts have been concentrated on arranging, which has resulted in professional contracts with several record companies.

All of the April 26 program music has been arranged by Wagner. And the program's orchestra and chorus include members of PLU music organizations.

Other featured performers include Robin Merble, club baritone; night club entertainer from Anchorage, Alaska; and Lyle Ritz, an electric fender bass player. Tickets are on sale at the Don Marche.

Living on Borrowed Time

In a recent Life editorial entitled "The Rhetoric of Ecology," one of the most dangerous variety of responses to the environmental crisis emerged. It stated that there has simply been too much upsetting rhetoric spent upon ecology and that the answer could be found quite easily by merely applying our technology in the right areas—the implication being that by supplying the proper incentives to science and industry we might thereby right all that they had wronged.

The above view, typically American in its unlimited belief in the power of money, is perhaps the most widely accepted "solution" to the problem. It is also wrong.

The problem involves much more than that and is—perhaps above all else—ideological in nature. It stems directly from our unfailing belief that material progress (measured most conveniently by the economic scale) should be continual and that natural resources are for all practical purposes unlimited.

Such a statement seems fairly close and only mildly disconcerting to most people. However, the corresponding implications of that statement for the one country whose economic system, while supporting only 6% of the world's population, uses over 50% of the world's natural resources consumed each year is something which we are not able to accept.

That implication, in a world of limited natural resources and rapidly increasing population, is that an economic system based upon the exploitation of the resources of underdeveloped countries and committed to the "use it once and throw it away" mentality is doomed. We are living on borrowed time unless we are willing to radically alter the whole ethic of economic progress and replace it with a sense of responsibility toward and appreciation of our place in the environment of earth.

If the system is not willing to change, and to do so radically, then I can see little hope either for the country or the economic system which it has impressed upon most of the world.

As Supreme Court Justice William O. Douglas has stated in his recent book, *Points of Rebellion*, "We must realize that today's Establishment is the new George III. Whether it will continue to adhere to his tactics, we do not know. If it does, the redress, honored in tradition, is also revolution."

Whether that revolution will take the form of violent confrontation or radical political change is impossible to say. I would hope it will be the latter, but if not, I would suggest that you decide now which side of the barricades you intend to be on.

—John Askre

Frosh Seeks Revised Government

To the Editor:

Due to the lack of turnout at the class meeting on the night of April 10th, I feel the students are not getting the entire picture. In the matter of abolishing class government, many students are quick to criticize class governments even to the point of advocating the destruction of class government as a unit. Included in this group are those who are involved (and that is sometimes questionable) in class government.

While I agree that the function of the upper classes can be handled by committees, that is orientation, Jr. Prom and graduation, the Freshman class, in my judgement should be retained. The Freshman come on to campus in September after all the elections, after all

the committee selections and generally after University policy has been set for the year.

As it stands now, all the freshmen have is their class government. There will be a place for a freshman on the student senate but if class government is done away with, there will only be one person to represent an entire class. This system, in the Senate, 25% of the students will be represented by one person and the other 75% will have fourteen representatives and also 25% will have zero representation on the meaningful committees.

Instead of tearing down freshman class government let us seek to make it stronger. Remember, we too were once a freshman.

Thomas R. Murray

Un-Prom Wins Thankful Response

To the Editor:

I would like to express my appreciation to most responsible for bringing us the Junior Un-Prom.

Two things helped make the Un-Prom a great time for me. Marilyn Bland and her band played good, danceable, rock music and the relaxed dress standard provided an un-upright atmosphere. As far as I could tell, everyone had a good time and none of us danced to every song. In my opinion, there was only one thing wrong with the

Un-Prom: it ended before we were ready to quit dancing.

Thanks to John McLaughlin for the head for the Junior Class. Thanks to John McLaughlin for putting Merrill's price down so we could afford her. Thanks most of all to whoever it was that came up with the Un-Prom idea and made it possible for us to attend in comfortable dress.

Here's our vote for some "normal" dances.

Jim Bjeld



Max Lerner

The Douglas Case

CAMBRIDGE, MASS. — The proposed impeachment of Justice William Douglas, bruited by Rep. Gerald Ford and more than hinted at by Vice President Spiro Agnew, raises the question about the intent of the Nixon Administration. How far does it dare go politicizing its approach to the Supreme Court?

The Court has been caught in a web of political maneuver more seriously than at any time in the past 20 or 30 years. The fact of the life-tenure of federal judges brings the court into the political maelstrom today. President Nixon waited a whole decade for the chance to influence the next quarter-century of American history by his power of appointing the justices.

I am surprised not at his awareness of how the judges will sit in judgment on the future, but at the almost cynical candor with which he talks about appointing men who think as he does.

To say that he wants "strict construction" in his sense, is really a way of saying he wants safe men who will make America safe for the Nixon world view. His "strict construction" must be taken with a grain of salt. Justice Hugo Black, for example, has always insisted that he is a strict constructionist, interpreting the Constitution literally, yet he is scarcely Mr. Nixon's model.

In his coming appointments, the President is likely to look for more than strict construction. He will look for moderates or conservatives on civil rights, who won't keep building fires under the issue, and for conservatives on criminal law, police administration, campus disruptions and similar issues.

He has a right to do this. But it is unwise of him, given his resolve to revamp the court and re-shape the judicial climate, to go about it by intemperate appeals to sectional and class emotions. And it would be folly to disrupt the Senate and the nation by going through with the vendetta against Justice Douglas.

Not that I think Douglas is the very model of a Supreme Court Judge. In his three decades on the court he has been a stormy figure, evoking popular passions against him, especially in his extrajudicial life. From the start he showed his intent to shock the middle class mind—by his succession of marriages and divorces, his political stances, his identification with activist causes. Yet he has also made a consistent judicial record and has

earned the respect of legal commentators, even when they have not agreed with his judicial opinions.

The war against Douglas is a dangerous game, bound to cost the nation heavily. Douglas has made mistakes. It was a serious mistake to become and remain a director of a foundation whose funds had a shady source, even though it spent them for high-minded purposes.

But if Ford, Agnew and Co. thirsted for his blood on this, they should have moved right after the Abe Fortas case and had the whole issue out when it might have seemed a moral one. But they waited, and now—after the rejection of Clement Haynsworth and Harold Carswell—a renewed anti-Douglas offensive smacks too strongly of political revenge. Maybe the attackers have higher purposes, but it is hard to escape the conclusion that they feel beaten and humiliated and are out for political blood.

They now have an added issue against Douglas—the intemperate closing pages of his new little book—"Points of Revolution." I don't take these pages as seriously as either Agnew or Sidney Hook seem to, each from his direction. It is foolish of Douglas to re-open the war against George III, to equate the revolutionary anarchists of today with Tom Paine 200 years ago and to give them moral support at all.

But Douglas has been on this line for some years and no one has impeached him. Maybe he is disappointed at never having reached the Presidency, as he might have, through the Vice Presidential path. Maybe he is captivated by the world-view of the young rebels as seen through his youthful wife. Maybe this is part of a general romantic feeling of liberation he has.

Whatever his motive, it enriches the court to have one member who bridges the world of the young and the old, the radical and the traditional. Besides, the Republicans are likely to have a clear court majority in a few years. Why must they make a clean sweep of it by getting rid of the one true militant on the court?

Nor would Douglas lack Senate and popular support. To get a two-thirds vote for impeachment will split the Senate and the nation in a sanguinary battle that will further polarize and inflame the hatreds that Richard Nixon keeps saying he wants to calm.

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Restructuring Encouraged by Class Presidents

To the Editor:

We, the four class presidents, would like to urge all students to vote for the abolition of class government. Although perhaps at one time a necessity for a smaller campus, class officers and class government have become useless anachronisms and should, in our opinion, be abolished.

When PLU was smaller and non-residential, class government and class structure were a necessity for the orientation of students to the PLC way of life. Social life was class-oriented and people gained a sense of identity through their class.

Presently, PLU is much larger and for many or more, all classes are required to live on campus. Thus, the small unit living group has replaced the class structure as a vehicle for promoting social interaction. As increasing student numbers demand to be a member of either the Home or Open Hall rather than a member of a class, social life with the present ASPLU administration's emphasis upon beginning all action at the level of the living unit, class structure has become even more useless.

The allegation that incoming freshmen need caste representation has little validity under the living unit system. In addition to the seat on the University senate, incoming first-year students have ample opportunity to become involved in dorm activities. In addition, the ASPLU committee gets their own sleeping quarters information needed for participation in the AS-

PLU committee system. And, there are seldom too many people volunteering to work on ASPLU committees.

Our proposal is to have the incoming first year students elect one representative who will sit on the Student Senate and orient all first year students to the many opportunities for involvement on the dorm level and in the ASPLU structure. One graduating student will be appointed by the ASPLU President to arrange graduation and work with the Alumni Association. One person, perhaps a third-year student, will be appointed by the ASPLU President to arrange a Spring Prom - or "Un-prom". Although we hope to see Initiation also abolished, one person, perhaps a sec-

ond-year student, could be appointed to arrange that.

We feel that through the formal abolition of class government, a proliferation of useless offices - and officers - can be halted. Also, through the abolition of such arbitrary divisions as classes, a greater feeling of community can be fostered on the PLU campus and all students - whether in their first, second, third or fourth years - can work together for the good of the University.

We wholeheartedly urge you to vote yes on the abolition of class officers.

Pete Sandvig, Frosh Pres.
John Walk, Soph. Pres.
Paul Johnson, Jr. Pres.
Jim Husagen, Sr. Pres.

MOORING MAST

The Voice of the Students at Pacific Lutheran University

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The Moderate Forum

By DAN O'NEIL and RICHARD DIETMEIR

Too many times by messiahs have appeared in print in the past several years predicting the imminent revolution of disenfranchised minorities and disenchanted whites. They seem to be convinced that they alone are the true representatives of the people and support the single purpose of the nation today. In reality for any particular group to assume that it has even the informal backing of a majority of people is not only naive but dangerous, dangerous because such illusions are deemed a rational justification for acts of law breaking and violence.

We do not intend to represent any group, their interests or their enemy. To do so would be to compromise our opinions to partisan considerations. It is rather our purpose to reflect upon recent occurrences of recognized significance from which might be evolved a moderate point of view.

What specifically does this view hold in terms of a political philosophy? Generally speaking, the moderate-conservative philosophy is based upon the following:

1. SOCIETY IS, BY NATURE, ORGANIC. Society evolved like a living organism from primitive sub-societies and has continued to evolve into more complex forms with passage of time. This evolution continues unabated today, interrupted or slowed down at times by war, plagues, etc. but change itself is inevitable and not to be feared. Thus it can not be a mere mechanism constructed according to a strict plan torn down at will. Our roots are in the past and to deny its influence upon us today ignores reality. This does not mean that we are mere pawns in the hands of fate. It does give us a basic framework upon which to build, not randomly alter or demolish.

2. OUR MOST EFFECTIVE MEANS OF ANTICIPATING THE FUTURE AND DEALING WITH THE PRESENT IS A STUDY OF THE PAST. Throughout the 20's and 30's Winston Churchill warned against the dangers posed by Adolf Hitler and re-armament in Germany. His prophetic insight was largely due to his knowledge of German nationalism in the past. There are other examples and they all point to the same conclusion.

3. SOCIAL CHANGE IS THE RESULT OF CULTURAL EVOLUTION.

Change and evolution can be viewed as a motor driving a primary and secondary gear. One can not step out of pace with the other. In other words forced social change is in defiance of cultural evolution and cannot be maintained by society. Such occurred in France following the revolution of 1789 when absolute power was reasserted by Napoleon.

4. REPUBLICAN GOVERNMENT IS THE MOST DESIRABLE INSTITUTION IN NATIONS WHERE A LARGE MAJORITY OF EDUCATED CITIZENS CAN SUSTAIN IT. History has shown us that minimal educational standards and a popular interest in a degree of self-government has provided the most long lived and viable political systems in modern times the two most striking examples are the parliamentary system of Great Britain, in effect since 1688 and the Federal system of the United States since 1783.

Considering these points we will in further articles attempt to discuss the moderate point of view as opposed to other philosophies in so doing we interpret the arguments ourselves and do not adhere to any movement.

Smokey the Bear Sutra

Once in the Jurassic, about 150 million years ago, the Great Sun Buddha gave a great Discourse to all the assembled elements and energies: a Discourse concerning Enlightenment on the planet Earth.

"In some future time, there will be a continent called America. It will have great centers of power called such as Pyramid Lake, Mt. Rainier, Everglades, and so forth; and powerful rivers and channels such as Columbia River, Mississippi River and Grand Canyon. The human race in that era will get into troubles and practically wreck everything in spite of its own strong intelligent Buddha-nature."

"The twisting about of the great mountains and the pointing of great volcanoes are my love bending deep to the earth. My obstinate companions to the south and north, and grand to be mountains, to bring down rain. In that future American Era I shall enter new form: to cure the world of loving knowledge."

And he himself himself to his true form of

SMOKEY THE BEAR

A handsome smokey-colored brown bear standing on his hind legs, bearing in his right paw the Shovel that digs to the truth beneath appearances;

His left paw in the Mudra of Comradely Display—indicating that all creatures have the full right to live to their limits;

Wearing the blue overalls symbolic of slaves and laborers, the countless men oppressed;

Wearing the broad-rimmed hat of the West, symbolic of the forces that guard the wilderness, which is the Natural State of the Dharma and the True Path of man on earth;

Trampling underfoot wasteful freeways and needless suburbs; smashing the worms of capitalism and totalitarianism;

Indicating the Task; his followers, becoming free of cars, houses, canned food, universities and shoes, master the Three Mysteries of their own Body, Speech, and Mind;

Wrathful but Calm, Austere but Comic, Smokey the Bear will illuminate those who would help him; but for those who would hinder or slander him

HE WILL PUT THEM OUT

And he will protect those who love woods and rivers, Gods and animals, hobos, and madmen, prisoners and sick, people, musicians, playful women, and hopeful children;

And if anyone is threatened by advertising, air pollution, or the police, they should chant:

DROWN THEIR BUTTS
CRUSH THEIR BUTTS
DROWN THEIR BUTTS
CRUSH THEIR BUTTS

And Smokey the Bear will surely appear to put the enemy out with his vjara-shovel.

Now those who recite this Sutra and then try to put in practice will accumulate merit as countless as the sands of Arizona and Nevada.

Will enter the age of harmony of man and nature.

Will always have ripe blackberries to eat and a sunny spot under a pine tree to sit at.

AND IN THE END WILL WIN HIGHEST PERFECT ENLIGHTENMENT that have we heard.

Violent Revolution Condemned

To the Editor:

Since the innovation of your article, I have become increasingly aware of your concern over the injustices in our present form of society. I deeply share these concerns. At the same time you have pointed out the negativism, shortsightedness and narrowmindedness of the so-called "establishment."

In your last article especially you pointed out that revolution must be differentiated from pure destruction because it has a purpose and a reason. I feel that anybody who has ever analyzed human motivation will concur that all action is brought forth for a reason. Just as a kid throws a temper tantrum because he doesn't get

a second-helping of dessert, so somebody decides to dump bombs in Viet-Nam and kill people for some purpose—you know as well as I do what those reasons might be.

By the same token, sir, you apparently believe in the possible need for violent action as stated in the constitution of the Seattle Liberation Front.

You appeared pretty concerned about the feedback you were receiving from the news media. You stated it was negative and that your organization was doing several things on the positive side of the ledger—I'll believe you. It strikes me as odd, however, that you and the public assistance agencies are all striving for the

same general purpose (the betterment of man, I assume) and yet you are currently, at their throats.

I think you'll find that when 50% of human society is accustomed to working through certain channels they find similar and effective that it's best to utilize those methods—perhaps to your advantage. By the way, being sneaky like this instead of blatantly antagonistic doesn't give newsmen so much to write about.

Jim Allen
Editor

from ASPLU

WELL DONE, JUNIOR CLASS

The ASPLU officers would like to take this opportunity to thank the Junior Class for the very few flags of the Junior Un-press and to congratulate them for a job well done.

ASPLU BUDGET IN FINAL STAGES

Business Vice President John McLaughlin is putting the finishing touches on the proposed budget for the coming year. It will be presented to the ASPLU Senate when it convenes next week.

ASPLU COMMITTEES TO BE APPOINTED

The Elections and Personnel Board has announced that the ASPLU Committees to be chosen at the end of this month will be the following: Entertainment Series, Artist Series, Leadership Retreat, Publications, Lecture and Convocation, Parking and Appeals, Student-Faculty Aids, and the USSAC co-chairmen. The DEADLINE for applying for these committees is APRIL 27. Just fill out the Application Blank in the paper or the ones distributed to the dorms and mail them to ASPLU, box 148 by 4:00 the 27th. That's next Monday!

ORIENTATION GROUP LEADERS

The orientation committee has been planning next fall's Orientation Week, and they are interested in anyone who would like to be a group leader that week. If you are interested just drop a note to that effect to ASPLU, box 148.

FACULTY DORM VISITATION

A list of those faculty and administration members who are willing to visit in the dorms has been distributed to the dorm presidents. All dorms are encouraged to take advantage of the opportunity to invite faculty members into their dorms.

Walk to Provide Avenue for Action

To the editor:

The Hunger Symposium has come and gone. Some viewed it as enlightening and stimulating. Others felt it was merely drivel emanating from the mouths of "prejudiced intellectuals."

During the planning stages of the Symposium and during the Symposium itself, many of those who supported it were bombarded by such comments as: "I know hunger exists. Why spend over \$3000 to bring people here to tell us about it? Why not send the money directly to where it will do the most good." Dr. James Crook countered such comments first by quoting an old proverb that goes,

"If you're so damn smart, then why aren't you rich." In following, Dr. Crook said: "If you know so much about the world hunger problem, then why does it still exist?"

Recently I have heard a number of comments concerning the Walk. Some said, "Why walk? Why not rake someone's leaves instead?" Contrary to popular belief the Walk is not merely a money-raising excursion. Its purpose is three-fold: 1) mobilization of a community; 2) education of a community about the world hunger problem; and 3) earning a substantial amount of money to deal with the hunger problem. The walk is not an end

in itself. It is only the beginning of a number of programs planned by the Freedom from Hunger Foundation and Young World Development.

A thorough understanding of world hunger is only a small part of combating this massive problem. Knowledge must be manifested in sincere action, and this is where the Walk for Development becomes a great opportunity for direct involvement.

I could use this letter to harangue at those who failed to attend any of the speeches, but that would be utterly ridiculous and irrelevant. Rather I would like to maintain a positive attitude and mention some opportunities for PLU students to become actively involved in the world hunger problem.

Today is Earth Day, a day of study of the environmental problems. As we learn more about air and water pollution, let us not forget the ugly manifestations of people pollution. Let us not forget the stinking squalor, bloated bellies, and destroyed minds of a Calcutta ghetto. Find one sponsor or ten sponsors. Walk ten miles or thirty-two miles. Be vocal. Let people know we're serious about walking or sponsoring. We've sat around and talked, discussed, and polarized ourselves enough. LET'S DO SOMETHING!

John Hushagen

Student Hits Off-Campus Apathy

An Open Letter to Off-Campus Men:

This letter is to inform all off-campus men of the possible termination of our organization. Due to lack of interest, we may be forced to sever our ties with many on-campus activities.

Repeated examples over the past three years are the basis for the present consideration. Two of the last three presidents have been appointed because a quorum could never be gathered for an election. There is no adequate constitution because a committee could never be garnered. Meetings could never be held because never more than

eight men could be gathered.

If the Off-Campus Men's Organization becomes a memory, PLU, next year, will be an on-campus, and only an on-campus, University.

Next week elections are being held for the new Student Senate. We have over 350 members, 18% of the entire student population and we may not even be allowed a voice in matters which will directly concern us. We only are at fault.

There will be an organizational meeting with elections. Each of us are needed for this cooperative effort.

Ken Morken
President
Off-Campus Men

The Grading System: Has It Failed?

The Mast Essay

Evaluation of the student's progress is an integral part of formal education. The way in which this necessary function is done will influence not only the student's academic success, but also his outlook toward education and life in general. It is therefore very important that every school closely examine how well it is serving the students in this regard. The Mooring Mast offers this forum page as a catalyst in the hope that all faculty, administrators, and students will search for methods of evaluation which will maximize our educational experiences.

Several alternatives have been suggested by students and educators throughout the country. Whether we continue with grades as they are now, move to a pass-fail system, institute a series of written evaluations, try a point system, experiment with some combination of these, or break away altogether by developing a totally new form, it seems that any viable system must meet certain needs and allow for certain responses.

First, the student must be motivated (inspired? threatened?) to learn. Not just to perform on tests, but to really learn. Any system which inhibits, stifles, or in any way fails to promote learning, is clearly inadequate. Nor should this stimulation cause any side effects of excessive pressure or anxiety.

Second, the system must clearly and specifically let the student know how he is doing. We learn from our mistakes. Yet we ought not to be so intimidated by the system that we dare not try something new or creative for fear of failing at it and having the stigma of a low evaluation.

Third, there must be some provision for passing on to graduate schools, employers, and so forth, an evaluation of the student's academic performance.

There are other considerations, too, and no single system yet devised is perfect even in these three respects. Perhaps someone reading this forum page can devise a better system. We ask you to thoughtfully consider the matter. It's your education that's at stake.

Many Questions -- Few Answers

By DWIGHT OBERHOLTZER
In the argument over grades the battle lines are drawn, and shotgun blasts alternate between opponents and advocates. "Grades corrupt the desire to learn," charge the anti's. "Grades insure motivation," fire the pros. Grades incite to competition; grades reward the the most able. Grades celebrate faculty whim; grades encourage objective reports. Grades spawn conformity; etc.

Neither side wins because generalizations of this kind aren't accurate—shotgun blasts instead of rifle fire. An answer to the grade problem involves degrees in more than the obvious sense.

For some students in some situations with particular backgrounds and particular futures the A's, B's, and C's of education stifle; for others, with different circumstances, they stimulate. This appears almost ridiculously obvious. But we don't know which students, situations, backgrounds, and futures. And so we substitute rhetoric for rationale. Oh, yes, certain research positively correlates examination crises with student suicide rates. Educators are still fascinated with the implications of Summerhill — lack of competition may lead to happiness, although probably not excellence.

The AMA admits, when pressed, that their graduating grade-point wonders are not the most "successful" doctors. But frightfully little is being done (Education Department, inform my ignorance!) to accurately measure much less explain what happens in the university classroom.

Certainly this campus is carrying a few torches in the race to un-

derstand. As a result we know little about the relation of grades to other more fundamental elements in the educational process such as motivation, evaluation, and the emergence of a life style nourished by reflection. Even Joseph Tuzman's brilliant account of the Experiment at Berkeley—what is in
(Continued on Page 5)

Exacting Marks Curb Learning

By BRUCE BJERKE
Grades are like voices—everybody condemns them, but no one does anything to dispense with his own reliance on them. Unfortunately, the concern with grades and grading procedures has moved from its rightful position only tangential to educational endeavor, to a position of centrality in the educational process.

This concern has not without cause been limited to a "cannery" because of the attempt to put together a marketable "product" which can be measured, weighed and shipped with a quality number set by arbitrary standards. This process is totally inapplicable to the real spirit of learning which is based on a way of traveling—not the fact of having arrived at some defined point. Personal growth which is what it's all about can hardly be detected, much less judged on a precise numerical scale with any degree of accuracy, so neither what learning device is used. And if grades don't accurately reflect learning what are they supposed to show?

The single thing is that although many people agree that grading

By GLEN ANDERSON
We learn more than just the subject matter in school; we also learn how to live. This is a crucial matter, for in learning how to live within the school we often learn how to cheat, fake, and brown-nose our way through school and on through life. It is not solely our fault, for the competitive grading system forces us to adapt our behavior in order to cope with what it calls for. The fault is therefore largely with the system.
Much of the current educational provide is geared not to promoting learning, but rather to dispensing

grades for those students who obligingly cooperate and adjust—whether by fair means or foul is immaterial—to the system and its demands. Although we are constantly told, "It's not the grade that counts; it's what you learn," the system still runs on grades. Indeed, they seem to be the primary measure of purpose and "achievement." Those students who enter grade school eager to learn soon discover that the system runs on right answers rather than creative thought, and eventually get into the grade grubbing rut.
In his book How Children Fail

John Holt perceptively realized that most grade school kids see their main task in school not to be learning, but merely getting those daily tasks out of the way with as little unpleasantness as possible. They are indifferent as to whether they use the intended legitimate means or devise illegitimate ones. Older students sometimes deliberately choose illegitimate means.

Grubbing for grades is great sport. It is also very useful, being one of the few skills we learn in school that is relevant and can be carried on into later life and used in our jobs. The fun, and it sometimes seems to me, the purpose and designated intent, of working within the grading system is to see how much credit one can get for doing as little work as possible. I saw high school, for example, as a sort of cops-and-robbers game with students and teachers as natural class enemies. We students were instinctively trying to "steal" a grade without getting caught in the act of using devious and illegitimate means.

It doesn't matter whether you are learning anything or doing anything; as long as you can get your teacher (or employer) to think you are, you're doing all right. This is where the sport comes in. It's just you alone, baby, against the cold, cruel system. Yes, the secret of succeeding in the business world or in the grade game is to give your boss or teacher the impression — by brown-nosing, faking it, or various forms of delightfully deceitful scheming—that you are really interested and are doing a lot, when you're having a hard time just staying awake. I know; I've played the game and won.

Now that you're acquainted with the theoretical framework (as we say in the academic biz), you're no doubt hanging on the edges of your seats waiting for tips on practical ("relevant"!) applications. During the fall of 1964 our high school literature class discovered that the teacher was a very strong supporter of Goldwater for President. One of the few class members with the same political viewpoint was always able to find political symbolism, hidden meanings, or overtones in our assigned readings, and he received more A's from September to early November than he did the rest of the year. I persisted in my liberalism and suffered gradewise for it.

But the next year was my year to shine, because our next literature teacher was the middle-aged daughter of a Lutheran pastor. I somehow managed to find a lot of religious meanings in literature and could get high grades as long as I wanted to read religion into a piece of literature.

Because this was done out of contempt and disrespect for the system, I felt no guilt whatsoever. In fact, it was fun! Like the Yippies who disrupted the 1968 Democratic National Convention in order to force the political system to expose itself for what it is, some students enjoy cheating the grading system in order to flaunt the system's illegitimate authority and expose its phoniness and irrelevance to real education. Anyway, so what if we cheat in this way — the grade really is the most important thing.

At least, that's what the system tells me.



Russian Revolutionary Honored

By JIM MURPHY

Today marks the 33rd anniversary of the birth of one of the most influential men of the twentieth century: Nikolai Lenin. If our age is lucky, as there have called it, the "Marxian era," then this small bearded Russian Marxist must be given much of the credit.

Born Vladimir Ilyich Ulyanov in 1870 at the Russian provincial capital of Simbirsk on the Volga, he was a member of the Imperial bureaucratic nobility and could have looked forward to a life of relative ease as a private government official. In 1887, however,

when his eldest brother was executed for revolutionary activity, he resolved that Russia's future lay not with the corrupt Imperial regime but with a new governmental structure based upon more democratic principles. The rest of his life was dedicated to the realization of this goal.

The revolutionary philosophy of Karl Marx seemed to be the only viable alternative to Russia's autocratic and grossly inefficient government. Ulyanov joined the more radical wing of the Russian Marxist movement, adopting the alias Nikolai Lenin to avoid the arrest of his brother. In 1903 he took control of

the movement and began organizing it along the lines of a small, tightly-knit cadre of full-time revolutionaries dedicated solely to the overthrow of the Tsarist regime.

It was this highly-trained and disciplined cadre of Bolsheviks that was able to step into the confusion of the collapse of the autocracy in 1917 and bring order out of chaos.

Lenin and the Bolsheviks led the nation through a counter-revolutionary civil war and invasion by most of the western powers, including the United States, and into the relatively stable era of the New Economic Policy. Using his power brilliantly and ruthlessly, Lenin eliminated opponents from both the left and the right and by his death in 1924, Marx's dream of a Communist commonwealth was a concrete reality.

It is due almost solely to Lenin's influence that Marxist Communism is such an important force in the world today. Nearly all revolutionary agitation of the twentieth century has had its roots directly or indirectly in Lenin's Moscow. Indeed even the tactics of such diverse revolutionaries as Mao Tse-Tung, Che Guevara and Mark Ruffalo are derived from Lenin's concept of a highly-trained cadre of full-time agitators.

Marxism has proven to be perhaps the most appealing and dynamic political philosophy of the twentieth century especially among the third world countries. Whether one agrees with the Marxist tenets or not one must recognize the enormous gains they have made this century and thus pay tribute to the genius of Nikolai Lenin.



V. I. LENIN

Grading Scheme Stifles Growth

By KAFFY PARRIS

As I prepare to leave college and sixteen years of development in a system which has evaluated me by the classifications A, B, C, D, and E; or Y, I wish to not have the conviction that the use of grades as an evaluative system is extremely damaging to the desire to learn, to the integrity of the personality and to the integrity of the value system of our entire nation.

How do grades accomplish these dire deeds? Briefly I will summarize just a few of the ways from

the beginning of our school experience we are presented with a structure. If we do this well, this really well in this amount of time we will be an "A" type person.

If we are lucky, our classifications will not follow us and our evaluation will be a new start when we move on to a new level. But alas, our mistakes do follow us, and our teacher is aided in grading us because we are either X, Y, Z or Q and therefore we must be placed with all of the other X, Y, Z's or Q's. Even if our records do not follow us, our teachers are all trained (not self-trained) in the same way and indeed, have

been classified in the same way themselves.

Meanwhile, what has happened to Joe who could not read well but had a well-developed sensitivity to people; what has happened to Susie who delighted in beauty and saw it everywhere in color, light and shadow; what has happened to Debbie who read all the time of anything she could get her hands on, or to Tom who can run faster than anyone in his class and who loves physical activity. They have all become X, Y, Z, or Q people, at least in the eyes of the educational system, if not in their own eyes.

The tragedy is seen in the fact that these children soon become their classification. They believe that because they are a "Y" person they can only go this far or do this much; that they are not capable of more because they are constantly told that they are not able to do more. Instead of learning and growth functioning as an addition to their view of learning and growth functioning as an addition to their view of self, the child's central view is made up of his classification X, Y, Z, or Q.

Grades become the end rather than the means to an end. Rather than functioning as a motivating factor they become a demotivating factor because children are very quick to figure out just how little they need to do to achieve a certain classification.

Evaluation and feedback will always be necessary to formalized learning, but it must be on an individual basis and with consideration of the whole person, or the full potential of that person can never be realized. The joys of motivation and learning are not grades or straight evaluation but the continual fostering of interest and enthusiasm, the giving of positive reinforcement, and the teaching of self-discipline.

New Grade Change Proposed

The faculty is currently considering a modification in the university grading system. The proposal recommended to the faculty assembly is an attempt to make grades more precisely reflect instructors evaluations of student work by computing plus and minus grades in determining grade point averages.

This addition is based on a concern that the current grade brackets are too broad to indicate fairly the range of student performance (e.g. between a C+ and C-), as well as a desire to make it easier for an instructor to make borderline

grade decisions, knowing that a plus or minus will be significant in determining G.P.A.

Final faculty action will be taken at the May faculty meeting.

PRESENT SYSTEM

A+	A-	4.0
B+	B-	3.0
C+	C-	2.0
D+	D-	1.0
E		0.0

PROPOSED SYSTEM

A+	A	4.00
A-		3.67
B+		3.33
B		3.00
B-		2.67
C+		2.33
C		2.00
C-		1.67
D+		1.33
D		1.00
D-		0.67
E		0.00

RLC Hopefuls Submit Statements

As a member of the Religious Life Council, I would endeavor to improve the quality and diversity of religious expression at PLU. A major effort in that direction could be made by upgrading chapel services, by seeking to explore intelligently, new forms of worship through which Christian community could be made more vital and dynamic. By making use of the many and diverse talents of our faculty (other than their oratorical powers) this end of dynamism could be made real.

As our student body becomes more heterogeneous, I would encourage a diversity of religious exercises on campus, perhaps even to the extent of Roman Catholic students being able to celebrate Mass on campus, or a more fundamentalistic group being allowed to organize.

It would then be my intention as a member of the Religious Life Council to encourage PLU's religious life to mature in quality and diversity of scope.

Paul Reza

I believe that religious life (worship and service) is the most important facet of PLU's life.

I would work toward fostering student worship in the new University Center. I believe that new, contemporary forms of student worship need to be designed. Together with liturgical forms we can provide worship which will hopefully meet the needs of all students.

Chaplain services by students on and off campus also needs to be revitalized.

I am therefore declaring my candidacy for the Religious Life Council.

Marcia Taylor

It almost seems to me as if the religious life on this campus is of such vital importance that we should all be concerned. But at our age and in a college atmosphere, where religion has such strange and varied effects on each one of us, we must be concerned with the present form of religion at PLU and with the course it will take in the future. It is because of this concern that I have been interested in this area for the past three years, and it is because of this concern that I am now running for a position on the Religious Life Council.

Beginning in the fall of 1970, PLU will begin to use a new avenue of religious expression. The new Religious Life Council, which consists of members of all aspects of the University will be striving to attain unity through diversity. To achieve this goal it is important that we, the students, elect people who are very interested and capable of strengthening the opportunities of religious expression.

Religious expression is too often made to center around one experience. To help in changing this concept a total freedom of expression for all should be allowed. The students need to have a voice in the policies that shape their lives and one way is through the Religious Life Council.

With these thoughts in mind I feel that it is important that I run for one of the positions on the Religious Life Council. My concern is to find various expressions of faith for the entire student body and to relate these experiments outside of our, often times, closed community.

Roger Anderson

Senate, RLC Elections Slated

Tomorrow, April 23 it will once again be time to go to the polls and vote. The student members elected at-large of both the Student Senate and the Religious Life Council will be chosen.

Any member of the student body may vote in the lobby of the administration building from 8:00-4:30 including convocation period, and in the CUB or CC from 4:45-6:45.

Eight Student Senate positions are up for grabs. That's exactly half of the recently expanded membership in the Senate. Two weeks ago the Legislature amended the By-laws of the Constitution to allow for an additional seat on the Senate to be filled by a representative of the Students for Black Progress.

The four elected student positions on the Religious Life Council will be chosen position by position, all positions being equal. From the four elected, the Council (comprised of two additional appointed students, three faculty, and two administrators), will choose the religious Life Coordinator, chairman of the Council.

Both of these organizations are new to PLU this year. The Senate was voted in with the new Consti-

tution earlier this year, and the Religious Life Council was just recently approved by the All-University Commission and Dr. Wiegman.

As of this writing there was not a complete list of all the candidates for these positions, but articles by various candidates are printed in this paper to let you have a chance to know the feelings of those you may want to vote for.

Since the entire Senate is much smaller than the Legislature of recent years, tomorrow's election will determine the shape of the legislative body of the student government to a much greater extent. It is hoped that the half of the Senate to be elected at-large will be representative of the entire student body. So the ASPLU officers are looking for a large voter turnout tomorrow to assure this.

The majority of the members of the Religious Life Council are students, and four of the six students will be elected tomorrow, so this is seen as quite an important election as well. As the coordinating body of all religious life on campus, the Council will assure a role broader in scope and responsibility than any similar group in the past.

Student Senate Candidates Reveal Intentions

I, Pam Weeks, am a candidate for ASPLU Senate and I would like to express my basic concerns for this University.

The task of defining the modern university is a difficult one. To me, the university is a community of scholars engaged in an educational process that never ends. This community is composed of students, faculty and administrators, all co-operating to make the university a better learning environment.

Today's university problems are many. My major concerns are in three basic areas: 1.) Free University; 2.) Student-Faculty Committees; and 3.) Interim. Free University will offer students the opportunity to gain a new insight into various unique and often controversial areas. I feel students should have a vote on such Student-Faculty committees as Rank and Tenure and others whose decisions directly affect the university community. After hearing various opinions from students and some faculty members, I feel that the interim classes should be less structured, giving the student more time for independent reading and study.

The future of PLU is bright. With the Religious Life Council to study the problems of religious activities and the new University Center to unite our divided campus I am confident that next year PLU will give the students many job, study, and social opportunities. I also feel that the ASPLU Senate will be the best for student opinion and that through this body a great deal can be accomplished to improve PLU.

Pam Weeks (Kappa)

In working for the Student Senate, if elected, I will act as a sounding board of the student body. I will use the ideas and wishes of the students in my decisions on issues voted on in the Senate. I will vote against any issue that I feel would be detrimental to ASPLU.

I can see that the Student Senate will be able to fill the responsibilities left by its predecessors and I will work with the Senate to fulfill these obligations.

Kurt Barthel

I would like to express my candidacy for a position on the ASPLU Senate. I have a desire to contribute to the progress of PLU and the liberalization of certain policies. PLU has certainly come a long way this year with the initiation of card keys, visitation, and co-ed dorms, but this is no time to stop our progress.

We need to break more of the social barriers at PLU. College should be an entire learning experience; academic and social. At PLU too many students limit their learning experience to classes and exchanges.

I also feel we need to break the political barrier on campus. PLU's student governing and policy-making body needs some individuals who represent a wider scope of interest in campus activities. I would like you to give me the opportunity to represent you in student government and influence PLU's future.

Jim Bjeide

To PLU Students

I am running for the office of

ASPLU senator for basically two reasons. I feel I have the experience for the office and also the desire to work for and with the PLU students.

Having worked on various ASPLU committees and having been in legislature has been very beneficial. Working as an organizer in the Walk for Development movement has really been helpful in giving me experience in working with people.

We as students must begin to become more involved in all the affairs of the University and the world which affects us. The senate is an excellent vehicle in leading us to this involvement.

The senate must work closely with the new Religious Life Council and the workings of the University Center which hopefully are going to improve the spiritual and social life on our campus and bring us closer together as a community.

As the university is in a period of transition we must have an innovative and imaginative student government in order to cope with the problems of our University and nation in a new age. While at the same time we must have definite goals and aspirations to work toward. I hope we can formulate these goals and aspirations together.

Eric Strand

What was your reason for matriculating at Pacific Lutheran University? Is that reason still valid after spending from one to four years on this campus?

Discovery is my answer. Discarding all the phoniness that envelops us and breaking through to find the real you is the only reason why we should be here. Pacific Lutheran University has the means to help us find ourselves.

If elected your Senator-at-large I will offer at the first meeting of the Senate two bills for student involvement. The first bill should activate the apathetic student to action. I am going to ask that a co-ordinated effort evolve between the Freshmen class and ASPLU to expend the May 15th dance into an All-PLU Fun and Activity Day.

My second bill will ask that a co-ordinating committee be formed to correlate all those committees now involved in changing the educational structure at PLU into a

taken for granted for many years. The student congregation was established and has remained the largest worshipping body on campus for about fifteen years.

However, the unhappiness, the dissatisfaction, the resentment that has been in evidence this year has pointed out very clearly what has been nagging at the leaders of the student congregation for some time now. That is, that the Lutheran based congregation, worshipping in a traditional, liturgical style, has not been able to reach enough students. It has become clear that it is no longer considered representative of the entire community of believers at PLU.

The result of this realization is the forming of the Religious Life Council. I believe that it can be a strong and viable structure. What are needed are people for this Council who have a vital interest in a strong and growing religious program in compliance with the strongly Christian objectives of this university, and people who are aware of the problems that need to be faced in order to implement such a program. It is with these interests firmly in mind that I wish to run for a position on the Council.

Paul Wuest

RLC Candidates, Continued

In Article II of its constitution, we read that the Religious Life Council was created to "further a spirit of religious community founded in diversity and based on mutual respect."

I understand these words to mean that this council has been created to help all those who seek a means of religious expression to do so in a positive, meaningful way.

Here it is that Paul describes the Church as being made up of people who are different parts of one body. No single part is any more or less important than another, for all are part of one great whole.

Pacific Lutheran University as a "religious community" is made up of many parts. It should not be the policy of the Religious Life Council, or anyone else, to favor any given part, but only to guide all the parts and thereby enable them to function more effectively with one another.

As a candidate for position on the Religious Life Council, I pledge myself to the fair and honest administration of religious life on this campus as we pursue a deeper understanding of the person and work of Jesus Christ. —Mike Nellis

For the PLU community, religious life is something that has been

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single unit to combat a single objective. Relevancy. This committee will outline possible ways to achieve change peacefully on this campus.

If you agree with me, I only ask that you vote Joseph O'Neil your Senator-at-Large.

Joseph O'Neil

Dear Fellow Students

In three years PLU has changed me, guided me around, and given me many good friends. Through all of this I've grown rather attached to the place—to the point, in fact, where I think I'd do anything for it. Kind of like a home. And that is why I'd like to see my students as ASPLU Senators.

PLU is changing in a hurry, and the direction that change will take depends upon the best leadership. I would like to see PLU's semester take on the relevance of the interim. Strict book learning is old fashioned. The interim proved that less structure and more practical off-campus experience in the subject area make for a more meaningful education.

This year has also been the gap between students and faculty somewhat shortened. But we are still not taking full advantage of a faculty in most cases, concerned and willing to personally involve themselves in our education. I do not ask for more of their time, but perhaps a more relevant means of using the time we have.

I would like to see the new University Center used to its fullest potential, as a central meeting place, so that in addition to meeting socially, students will meet informally to discuss important issues.

Peter Sandvig

These are a few of the concerns I would consider as ASPLU Senator.

Deck Oeding

My hope is to see PLU in the vanguard of learning, serving and Christian living. To establish PLU as a model we must use ASPLU to its fullest potential.

ASPLU has the structure for future amelioration of students and the total University Community. Academic Concerns Committee, with more emphasis, could challenge our academic priorities and build on our academic system. Through USSAC, in cooperation with academic concerns and CHOICE, PLU can reach out into the local community to serve and learn in the human laboratory. We must take a good hard look at our own religious training, beliefs, and order of worship. If the present does not accomplish its purpose, we must change, revise, and add to the present so as to make our lives a living witness to our faith.

The Senate has the task of representation. As a senator I will listen intently to student opinion. This must be weighed heavily on all decision making. If a confrontation, based on our decision, is inevitable, we must lead it. And be able to defend it before the entire University Community.

Socially ASPLU has a Vice-President which should be the policy formulator with advice and "rubber stamping" from the Senate.

The Senate should be seeking constant leadership from our ASPLU officers, hold them to their platform, prod them if we find no direction, and redirect them if we get lost.

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STELLA AND KEN JACOBI

Under the Grandstand

By DAVE SODERLUND

Spring sports are unusually successful so far this year at PLU, with the notable exception of baseball. Things were supposed to be looking up for the hideballers this year with a solid nucleus of returning lettermen and some new faces. Ron Jones returned to the mound after a year's absence and Dave Halstead and Pete Ustad were wooed from the football field to fill holes in the infield and outfield. The only big loss was that of Bill Ranta at shortstop, but Biff Strom fills the hole capably with both the glove and bat.

Still, their record is 0-11. Even when they are playing good ball they seem to be snakebit. Against Linfield on Friday they were down 8-2 with the bases loaded in the bottom of the last inning with one out. A sure chance to tie the game, you say, but the Lutes found a way to hit into a flukey home-to-first double play to end the game. Does anyone know what's happening? The talent and potential are there. Baseball as a sport at PLU needs a salvage job.

The track team keeps going. Each week different people come through with clutch performances to spice up the usual heroics of the consistent winners. However, will PLU be able to keep more athletes? Many runners spread out this spring or that are transferring, usually to a state school. Despite the bonds of conference recruiting regulations PLU needs to be willing to hold on to more than football and basketball players. To do this it needs the cooperation of the whole school to provide a meaningful program in all respects. Maybe co-ed dorms are a concept of the athletic department.

Enough of being a clown to the side for one week. This year intramural football has forsaken its beloved home on the old field below the now non-existent classroom building for greener pastures on the new intramural field across from Olson Gym. It's nice to be able to pull a muscle on the way to first without having to worry about breaking a leg tripping over a aerobically-placed asphalt path. Footballs passed that base are much easier to take when they don't land at the bottom of a porry yak. Outfielders quit clamoring for a chance to pitch when they can chase home runs without running into thin air over rocky Clover Creek bed. It's about time we have a decent field! (Parenthetical garbage, it is rumored that there will be a special intramural track meet for off-campus students. Events will include a bowling-ball run, 100 yard dash in ski boots, broad jump—bring your own broad—and a cigarette butt flip. Start training now for this class event.)

Was to doubt, keep shouting!

Knight Spikers Stick Wildcats

By JOHN RANKIN

The score of last weekend's track meet with Linfield tells the story by itself. The Wildcats were both outnumbered and outclassed by the Lutes to the tune of 119 1/2-25 1/2. With only one regular season meet before the Conference Meet at UPS this coming Saturday, the Lutes continued to strengthen their bid for the Conference team title. Linfield had only one first place, the rest was all PLU except for seven of seventeen seconds and the same amount of thirds.

Freshman Dan Pritchard and John Oberg rearranged their records once again and the mile relay team turned in a conference best of 3:28.4 for the meet's highlights. PLU had four double winners: Tom Holmes, Glen Higgins, and Rob Gray.

Ted Homme turned in the initial first place of the day with a 12'-6" height in the pole vault. Mike Greer tied for second with a jump of 12'0". Phil Tundel again won the javelin with a toss of 186'4". The shot put and discus were both won by Dan Pritchard. Dan threw the shot 49'3" to reset his school record with teammate Randy Jorgenson third at 47'7". Dan's discus toss of 143'2 1/4" was good enough for first, while Stan Pietras took third.

Tom Holmes was a double winner in the high jump and triple jump for the Lutes. Tom won the high jump with the bar at 6' and came from behind on his final jump in the triple jump to win with a 43'-10 1/2" distance, currently second

beat in the conference. Tim Arthur of Linfield, who took second has the conference lead right now. PLU's Dave Anderson took third behind Arthur.

The running events saw PLU take three sweeps. The first came in the mile run. Rob Gray who in a time of 4:27.4, Bruce Pyrah was second and John Oberg took third. The 2 mile was another sweep with Rob winning in 8:37.3, Gerry Oberg in second, and Bruce Pyrah in third.

The 1200 night was the third PLU Bernama took first. John Oberg second and Neil Martin third. Phil's winning time was 3:5. Glen Higgins was again a double winner in the 100 and 200. The 400 found Frank Wilson and

Doug Jensen taking first and second. The winning time was 3:2. Gerry Oger was the 200 in 2:04.4 and Gyles Lytle placed second for the 400. PLU won both the 400 and mile relays. Martin, Oberg, Fickler and Higgins teamed in a time of 4:3 in the 400 relay. Martin, Jensen (who ran a 60.7 @ 100), Oberg and Wilson put together a conference best to win the mile relay in 3:28.4.

Swimming John Oberg was a little worried before the start of the 400 yd. intermediate. He didn't expect to be couldn't get his stroke down to the first buckle. Well, something happened, because from the start of the race John ran on only, on stride quarter for 58.1 seconds renewing his school record.



FRESH MOKE LINVARIARY set for a backhand to take me action.

Oly Dominates Intramural Action

The intramural swim meet was held Monday night, April 13, and featured greater participation than has been seen in recent years. Olympic was team point champion with 38 points followed by Rainier with 29 1/2, JV with 16 1/2, Alpine with 5, Cascade with 2, and Evergreen with 17.

Glen Eiding from Cascade completed the bulk of his team's points by winning the one-meter diving competition with 22 points and the 50-yard breaststroke with a time of 38.2 seconds.

Dick Edlin of JV won both freestyle events with a time of 38.0 seconds in the 50-yard race and 17.0 seconds in the 100 free.

Olympic cleaned up in the relays, winning the 100 yard freestyle relay with a time of 1:41.3 and the 200-yard medley with a time of 2:04.7. Pat Acosta was individual high point man with a 16.1 in the 100-yard individual medley, a second in the 50 free, and placed on both winning relay teams.

Baseball teams looked hard for the first week of competition in volving eight games. After shaking out the links Olympic A and Rainier B both sport 2-0 records.

Olympic A outlasted Off-Campus B 18-13 in the first game as Pat Acosta and Steve Banasky (of swimming fame) combined for 5 hits, including 2 triples and a home run. On Thursday the competition was less strenuous as Rollie Arthur and George Rehner led the men from the northern extremities of Poes to a 20-0 victory over Rainier A.

Rainier B also outlasted a slugfest to come out on top of Off-Campus A 20-17 for their first victory as everyone on both teams took a hand in the liberal scoring. The second game was tougher as John Corman went 3 for 3 to help lead A 7-5. Cascade A earned a measure of revenge as Dave Rester checked them past Nordic B 10-4.

A R other teams were involved in only one game. Nordic A struggled Alpine B 18-8 behind the 18-strikeout effort of Tim Potts. Skip Mitten, Dave Barber, and Bob Peterson added home runs for the winners. Both Evergreen teams came out on top in their games. Evergreen A wailed on Cascade B by a score of 21-3. Evergreen scored 20 runs in two innings and Cascade couldn't do much right. Evergreen B was involved in the tightest game of the week, edging Alpine A 4-3.

Racketeers Drop Two on Road, Prepare for Pioneers, Tourney

On Monday, April 13 the PLU tennis team fought the usual cold winds at the Tacoma Lawn Tennis Club in a match against UPS. The Lakers, who lost their top player from last year by way of graduation, seem to be tougher than ever and brought their well-balanced team to a 7-2 victory. The only lone winners were Bob Leake with a 6-1, 6-1 victory at sixth singles and a 6-4, 6-1 victory by Mike Linnabary and Dale Trompeter at first doubles.

Thursday, April 16 found the net-ten in Salem against Willamette. The Bears took advantage of 18th hour weather with some cold periods and downed the Lutes 4-2, avenging a earlier 4-3 defeat. Lone winners for the Lutes were Dale Trompeter at second singles with a 6-0, 3-0, 6-4 win over Ron Reinger and Jim Sheen with a 6-2, 6-2 win over Bill Lane. Linnabary took the first set from Bruce Lane 6-3, but lost 3-6, 1-8 in the first singles match.

Last Friday PLU entertained Pacific University at Spanaway and barely edged them by a score of 4-3. The top of the order was unproductive as Linnabary and Trompeter lost their singles and doubles both accounting for all three lone Lutes. Victors were Jim Sheen at third singles by a score of 6-1, 6-1. Kelly Gerke at fourth singles by a score of 6-2, 6-1 and Dave Anderson at fifth singles by a 6-2, 6-1 margin. Also victorious was the second doubles team of Sheen and Rick Leake to the tune of 6-2, 6-4.

The Lutes head for Oregon this weekend to attack the Lewis and Clark Pioneers in a tuneup for the

conference meet the following weekend at Spanaway. It would be nice to go into the conference tournament with a victory over the defending champs but in any event it will be a tough match. This year the Lutes stand at 1-2 in conference match play, a better record than has been seen here in recent years.

BB to Play WWS

This afternoon the PLU baseball team will take to the field for a doubleheader with Western Washington State College. The games will be played on the PLU field beginning at 1:30. To round this busy week for the Lutes there are two more doubleheaders on the schedule. This Saturday they travel to Whitman in Walla Walla for two games and then to College of Idaho for two more next Monday.

Although the Lutes' accomplishments on the diamond have been somewhat less than spectacular this year, things have been looking up in the fun scoring department. In two of their three games last week they were a bit very much in the game to the last out.

Saturday they traveled to Salem, Oregon to play a doubleheader against Willamette. In the first game the Lutes were behind 6-0 going into the last inning. They managed to catch up 1 run on 6 walks, 2 hits, and 3 errors to make it 6-6, and Willamette scored a crucial pinchoff play with one out and the bases loaded to pull a 7-6 win. Against Linfield earlier in the week the Lutes fell in a squeaker, 3-2, after losing the first game of the double header, 10-2.

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MOORING MAST TO THE POINT

SAGA EDITORSHIP

Applications for 1970-71 Saga Editor are now being taken. This is a paid position; the editor receiving free tuition.

If you are interested pick up an application form at the Information Desk by April 27th. If there are any questions call ext. 1295.

MORE POETRY

The April 29 issue of the Mooring Mast will include more student poetry. Anyone interested in submitting, bring your work to the Mast Office or call Bob Hasselblad at ext. 1415.

NO CHEERLEADERS FOR LUTES

Cheerleading elections were scheduled to be held in Memorial Gymnasium at 8:30 p.m. Tuesday, April 14. Because there was no interest shown by that time, elections were not held and Pacific Lutheran University will be without cheerleaders for the academic year 1970-71.

BLOOD DRIVE

On Thursday the 23rd of April the Red Cross Bloodmobile will be on the UPS campus from 9:00 a.m. to 3:00 p.m. to accept donations from you. It will be held in Thompson Hall room 311. The interest on your donation may be a human life.

This Blood Drive is sponsored jointly by the AFROTC Arnold Air Society and the Angel Flight.

If you need transportation to UPS and back call ext. 635.

ALUMNI ASSOCIATION HOT DOG FEED

The Alumni Association is sponsoring a Hot Dog Feed for the Seniors on Sunday, April 26, in the Pflueger Recreation Room. There is no charge and the festivities begin at 4:00 p.m.

CLOTHES SOUGHT FOR CHILDREN

Thinking about there being only a little over a month before you have to cram all your clothes into "whatever" to get them home—think of another possibility. Many of those clothes and shoes you'll never wear again. So, why not leave them in the big boxes found in the entrance of your dorm or the Ad. Building? From these boxes the clothes and shoes will be taken to the "Balcony of Bargains." This is a new thrift store opened by ADC (Aid to Dependent Children) mothers and open only to the poor with items selling from 5c to 50c. The "store" is staffed by volunteer workers.

LUTHERAN STANDARD WRITING AWARD

The Lutheran Standard, official publication of The American Lutheran Church, is again sponsoring a competition to encourage creative writing by students at ALC schools. Two awards will be offered at each participating school during the current school year.

An award of \$20.00 will be offered for the best poem, and an award of \$50.00 for the best fiction. The English Department of each school will determine who may enter the competition (e.g., whether only students in specified courses, or anyone enrolled at the school), will set deadlines for submissions, and will select the winning entries.

Entries should be original, unpublished works. Poetry should be from eight to 40 lines; fiction, about 1300 words. Entries should provide insights into Christian faith and Christian living, especially in terms of life situations faced today.

Oberholtzer, Continued

(Continued from Page 4)

my mind the most enticing present solution to lower division education—betrays a sadly deficient attempt to precise evaluation of what happened. The questions are bigger than our answers. We are left to fight the Red Baron with nasty thoughts.

I would suggest some alternatives to the present situation. There's no (good) reason why a school of this size shouldn't be engaged in numerous but related educational experiments. Why not, at the barest minimum, randomly select seventy-five students willing to take pass-no pass courses for 1 year. Their attitudes and achievements could be compared with students receiving traditional grades. I realize that this presents problems at many levels (too numerous to mention here).

Is lower division education better suited to the pass-no pass system than upper division education? What should be the incentive structure in a pass-no pass course?

Should the chance to take a year of pass-no pass courses be earned? Should one form of grading, regardless of what it is, be applied to everyone? Does accurate and helpful evaluation in the pass-no pass setting demand more time than presently faculty loads allow?

The questions are endless, but the fact that they remain indicates a task to be done, a task that is also related to the ABC's of education spelled in a different way: AnyBody Concerned?

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Crisis Colony Offered in Fall

Crisis Colony: a new style of education—at least it's new to the PLU campus.

The concept of a Crisis Colony is a supplementary approach to the traditional style of teaching (that with the classroom, students, and professor). It consists of a living situation in which a group of students focus on a "crisis" situation (drugs, pollution, human relations, poverty, etc.) within a community. They live as a "colony" in this larger community and the community becomes the teacher. As the students learn from this community, they share in the creation of knowledge through the dynamics of encounter.

Together with the community involvement is university affiliation. Various departments offer courses that will tie in closely with the living situation. Thus the student gets full university credit for the semester. Emphasis will be on flexibility and relevancy.

There is an opportunity to establish such a Crisis Colony for the fall semester, 1970. There will be a meeting for interested students Thursday, April 23, 2:30 p.m. in Stuen Hall lounge. This spring



MISS VIVIAN KING will give a cello recital April 29, 8:15 p.m. She will perform works by Debussy, Brahms, and Webern.

is the time for those students to choose the crisis, the community, and the curriculum. Some groundwork has been done but it will be up to the students to make the final decisions and to make the necessary contacts to put such decisions into effect.

The value of such an approach to education lies especially with the individual learning, but the possibility of applying such knowledge to the community is also important.

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Art student Leana Leach of Long Beach sketches ruins of once-buried city during World Campus Afloat visit to Pompeii.



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