



ASPLU rejects disco offer

By Mike Hoeger

ASPLU Senate rejected an offer from an outside promoter to have the international disco band Santa Esmeralda perform in Olson Auditorium in a Halloween Concert and costume dance on Oct. 27.

The dance conflicted with a long standing policy that says there will be no public dancing on campus.

Scott Cummins, ASPLU senator, moved that the dance rule be suspended for the 27th but the motion was defeated.

The concert, which would have featured a laser show, fog machines, a dance and

costume contest and other special effects, would have been the "biggest disco dance" ever held in the state of Washington, according to Randy Scott, president of Scott Enterprises.

The company would have provided complete financial backing with PLU receiving a 10 percent commission.

"PLU is turning down a big, big chance to get themselves acquainted with show business, get future securities, and make a lot of money," said Scott afterwards. "At four bucks a ticket and a gross potential of \$16,000, that's \$1,600 for the school. I was doing the school a favor. I'll

just go to UPS."

The entertainment committee was approached by Scott shortly before the meeting. Chairman, Tim Wolfe was unable to attend the meeting to present the proposal.

The senators had mixed feelings about the issue. "I'm not so sure PLU students would attend," said Derek Heins.

Dave Campbell, who voted against the motion, said that voting for it just didn't seem like the right move to make. Vice President Jean Kunkle is said of the presentation, "It was rushed and poorly presented.

Campbell also said that the Senate's vote did not necessarily stop the motion, since President Rieke, through residential life vice-president Don Jerke's recommendation, has the final decision.

"But without the Senate's recommendation, which represents the students, it wouldn't have stood a chance," said Cummins.

"It was a godsend," said Cummins, "but the Senate did not consider the issue at hand. It was the last item on the agenda, and all they saw was the clock on the wall...it's an issue of Senate responsibility." Senator Lewis Williamson agreed with Cummins, "I think it was handled very ineptly. There wasn't enough feeling expressed (before the vote)."

Homecoming 1978

'The way we were'

Tickets for the homecoming dance to be held in Seattle Washington Plaza Hotel will go on sale Monday.

The theme of this year's celebration is "The Way We Were."

The featured band will be Epicenter, who played at last year's Christmas Tolo. 350 tickets are available this year. The price is \$8.

Homecoming festivities begin November 2 with

Homecoming queen coronation at 7 p.m. in Olson auditorium with Songfest following at 7:30 p.m.

the Artist Series will feature the Young Americans in concert at 8:15 p.m. in Olson, Nov. 3. The Stomp follows at 10 p.m. in Christ Kuntsen.

Saturday, Nov. 4, PLU battles Pacific in Franklin Pierce Stadium 1:30 p.m. The formal will be held from 9 p.m. to 1 a.m.



Mark Morris

Advising Advice

42 seniors lack majors

By Lana Larson

Forty-two seniors currently do not have advisors and have not declared their majors, according to Rick Seeger, director of Academic Advising and Assistance.

In addition, there are some who have advisors but have not declared a major.

Seeger noted that the process of declaring a major and getting that information into the computer takes about two weeks.

He encouraged all seniors to declare their majors by the end of this month. "We don't want to rush people if they have legitimate reasons for not declaring yet," he said. He added, however, that declaring now will help eliminate some of the last minute problems.

Many times students without advisors find out shortly before graduation that they have not filled all of the requirements, said Seeger. This problem could be eliminated if students had advisors.

Undergrads need advisors

By Lana Larson

There are 286 full-time undergraduate students who do not have advisors yet, according to Rick Seeger, director of Academic Advising and Assistance.

This could be the result of coding errors in the computer, Seeger said. But he is not certain of the exact cause.

The advising center sent out letters this week to find out how many students do not have advisors. Those students who do not have advisors will be asked to

find a professor they would like to have as an advisor, get the signature of that person and return it.

Students who do not have an advisor by the end of the month will be assigned advisors "potluck", Seeger said.

Assigning advisors at this point is not a very satisfactory method, because there is very little chance that the students will get an advisor.

Students who have declared their majors but do not have an advisor should contact their major department, Seeger said.

Note:

For those unnamed 286 who don't have advisors and for those 42 seniors who don't have majors, turn to Section B this week. The first Offshoot is devoted to the problem of major selection.

Class stresses individuality

By Julie Glocke

"It's never easy to be an individual. Patterns and ruts are set for us and we think that they are our own goals." These words, offered by Dr. Paul Menzel, account for a matter of growing interest today: individuality.

"Non-conformity is in," Menzel said. To keep up with the issues at hand, a class called "Human Responsibility: Developing Man", is being held at PLU this semester. Dr. Menzel, and Drs. Arthur Gee and Dwight Oberholtzer are teaching the class.

According to Dr. Menzel, the class deals with the freedom, moral development, behavioral differences and decision making which involve people as individuals.

There are distinct signs of individuality, Menzel claims. "The extent to which individuals act freely rather than being constrained or coerced, and the moral development from thinking things are right

or wrong from punishment by an authority, define signs of an individual."

There are several goals Dr. Menzel holds for the class. "I want my students to have an appreciation of their genetic inheritance and the power of the socialization process, an appreciation of the various ways of making mental judgements and be able to achieve a concept for themselves in becoming individuals to attain or retain individuality in their place in society."

The most important part in the process of becoming an individual adult, claims Dr. Menzel, is to have a healthy adolescence.

"Adolescence is an indispensable stage. What is done and must be done is to play the adult. You play different roles very seriously, but only temporarily. It's important not to be locked into it."

The influences on individuality which the class investigates range from Kohlberg's and Piaget's theory of the ladder of moral

development, in which the degree of individuality is determined according to how many "rungs" you reach; to whether behavioral differences in the sexes are based on genetics or the social environment.

Several options are presented for preventing these influences from eroding a person's individuality. One practice, called "role distancing" is knowing what role you are playing. Once you know the role you can break free.

Maintaining a lot of diversity in your life is a second method of "erosion prevention", according to the course.

"The motivation to be an individual is a desire put there by social influences," Dr. Menzel said. "A true individual is a person who is knowledgeable of the influences of society upon his life."

Being an individual can mean being predictable, and it can mean conforming, but one can never consciously make oneself an individual, Menzel said.

SHORTS

French anthropologist to speak

Jean Paul Dumont, French anthropologist from the University of Washington will be the featured speaker at an anthropological convention held here Oct. 26 and 27 in Chris Knutsen.

Dumont, a student of anthropologist Claude Levi-Strauss, will speak on "The

Observer's Effect"—the problems of field work with the Penare people.

The convention begins Thursday with two symposiums. Local archeological projects, including those at Fort Steilacoom and Green River, will be discussed from 10 a.m. to noon and

an Indian Fishing Rights lecture will be held from 1:30 to 4 p.m.

Friday will feature Dumont's lecture at 1 p.m., "Field Work Problems 1970's Style" from 9:30 a.m. to noon, and "What Can I Do With My Anthropological Degree?" from 2:30 to 5 p.m.

College Union Conference here

The 1978 Association of College Unions' International Regional Conference will be held at PLU Oct. 19-21.

The conference will be attended by student union building administrators and students involved with program committees, according to Marv Swenson,

Director of the University Center. Swenson said the ratio will be about one third administrators and two thirds students.

Representatives from schools in Washington, Oregon, Idaho, Montana, Alaska, British Columbia, Alberta and Saskatchewan are expected to attend.

The preliminary agenda will include topics ranging from outdoor recreation to a discussion on the concerns of women.

Frosty Westering will be speaking.

The theme of the convention is "The Hows and Whys of Student Activities Programming."

Non-sanction policy suggested

In a Sept. 29 Mast article, RHC was reported to have approved a non-sanction policy of visitation write-ups provided that violations were not associated with damage to persons or property or any other dorm violations.

RHC chairperson, Dave

Perry has clarified that statement yesterday, saying that RHC merely suggested a non-sanction policy to the dorm leaders. He stressed that this does not change the

present visitation policy.

He said that this does not change the present visitation policy and visitation violations are still being written up.

Jazz Ensemble to perform

The PLU Jazz Ensemble, under the direction of Roger Gard, will appear in concert next Thursday.

The free program, which will be held in the Univer-

sity Center at 8:15 p.m., features works by Mike Barone, Pat Williams, Don Schamber and Tommy Newsom.

ISO includes foreign, American students

By Berit Bjercke

New Cabinet officers for the International Student Organization will be elected today.

The present cabinet, which is temporary, was appointed at the beginning of the year by Joseph Chu, ISO president, and Tina Cables, PLU foreign student advisor.

"ISO is an organization that wants to enhance cultural awareness among international students," said Chu.

It has been a common misconception that ISO is for foreign students only. But "international" means all students, including Americans.

Suzanne Lind, ISO vice president, said, "We were not trying to change PLU in one night, but now people know what ISO is. It is easier for them to get involved."

ISO sends those students interested in getting involved with other foreign students to

conferences. Nov. 2-4 PLU students will attend a conference held by the regional National Association for Foreign Student Affairs. Entitled "Close Encounters for The Global Minds: Rejoicing in Our Diversity," the conference will discuss intercultural communication. Students interested in attending should contact the Foreign Student Office as soon as possible. This year the ISO is supporting professor Paul Ingram in arranging an Asian New Year's festival to be held at the end of January or beginning of February.

The cabinet is considering having an international cultural retreat, and sponsoring films and cultural presentations on campus. The program series began last year, "Around the World," in which foreign students gave presentations about their home countries, will continue this year.

Out of the Sand

By Geri Hoekzema

From the UW Daily (Mike McCluskey):

A report advising the University of Washington to develop a "clear and understandable" admissions policy was released last Wednesday by a committee appointed by UW president, John Hogness. The committee was originally formed to study the effects of the Bakke decision on the UW.

Among the suggestions made by the committee were that efforts should be made by the university to recruit persons normally subject to discrimination, yet avoid numerical quotas, and that all applicants should be processed using the same procedures.

According to the committee, most of these recommendations could be applied to the current admissions policy without encountering any great problems or incurring many changes in the policy.

The Alaskan Land Bill, a proposal to protect much of Alaska's wilderness and wildlife areas, will probably be allowed to die in Congress, according to an article by Michael Gallacher.

As of now, Alaskan wilderness is currently protected from commercial development by the Alaska Native Claims Settlement Act, which expires in December. Without a new protective bill, conservationists fear that the land will be open for such development.

Earlier this year, the Land Bill was supported by several conservation groups, including Friends of the Earth and the Alaska Coalition, but most conservationists have withdrawn support of the bill since it passed through the Senate's Natural Resources and Energy Committee and had several amendments tacked on to it.

The Daily (William Sievert):

Within two months of its publication, the *Simarillion*, by Tolkien, author of the *Lord of the Rings* trilogy, has sold one million hardback copies.

30 million Americans viewed the animated television special "The Hobbit" last November. *The Hobbit* is in its 75th printing, and a deluxe illustrated hardback version sold 50,000 copies during the holiday season.

Other products of the "Tolkien Phenomenon" include numerous posters, literary analyses of Tolkien's stories, and Poetry recordings.

According to Robert Clark, Director of Tolkien sales in New York, the popularity of Tolkien's writings is an "example of the public's longing to return to a simple good-guy, bad-guy story."

AQ IS
HERE?

See Page 5!

PLU NIGHT AT THE YUKON

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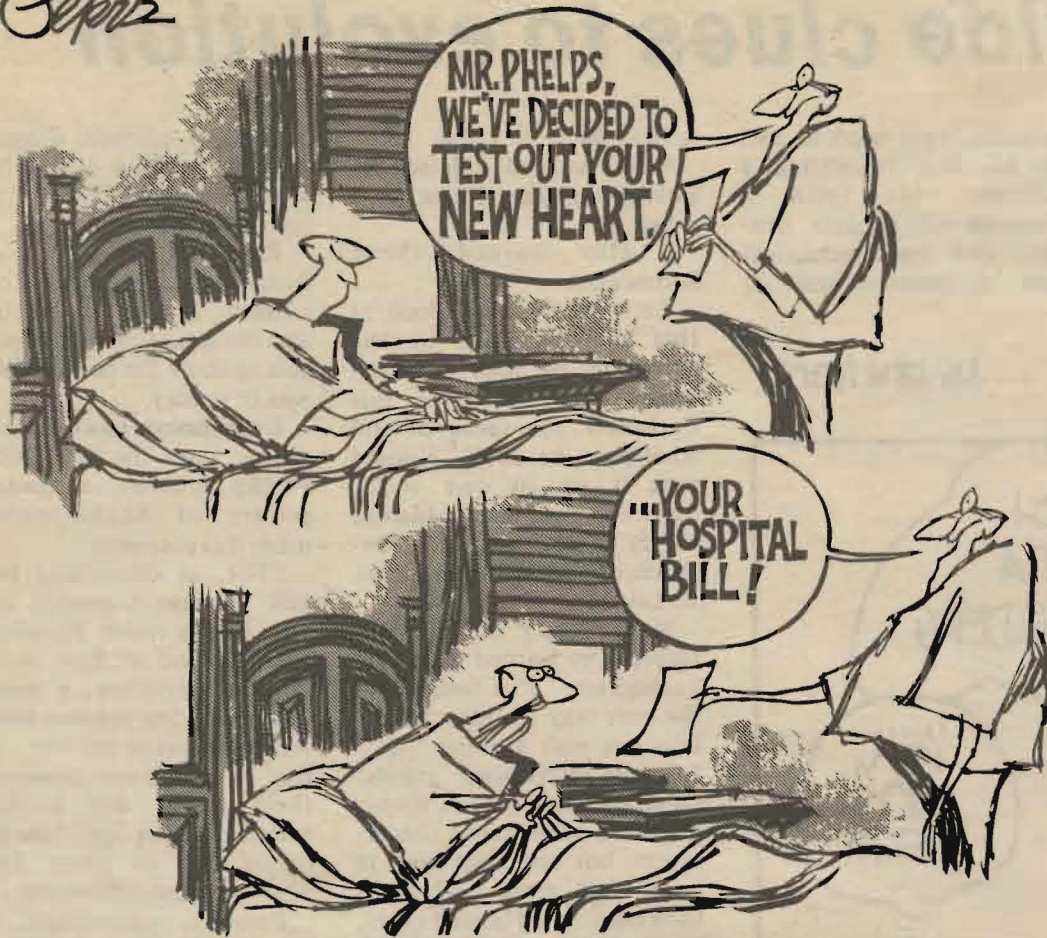
from the teacher's point of view
there are no Teachers left,
except for maybe one or two
who lecture to the deaf
against the Wind,
and schedule shaded slides
to show the blind.

for yet once more
the species stands
before a strange
indifferent land,
compelled again
to leave the forest for the plain,
where none before
have ever been.

but Truths of yesterday
delay the slow commencement,
and different faculties must register
to meet the requirements of the new semester,
here each must teach
what each discovers,
and all are students
of each other.

vern hanson
sociology

DAWTON DAILY NEWS 1978
Mike
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Letters

Stop postponing new telephone system

To the editor:

To say that PLU's telephone system is inconvenient is an understatement. PLU has one of the oldest college switchboard systems in the nation. To what do we owe this dubious honor?

The most obvious answer: "It's too expensive! So shut up about it and we'll let you know when we get the money." Most students seem willing to accept this answer as being final, and resign themselves to the inconveniences of an outdated telephone system. But this kind of attitude is never going to get a new switchboard installed at PLU.

Why is PLU too poor to afford a modern system? I

feel that this effort has not been at the top of the priority list on the University budget where it belongs.

Those people who disagree might argue that there are many things more important to spend our money on than telephones, to which I reply, think again! PLU is growing, and the outdated system which is now struggling to accommodate the current campus population will eventually be overwhelmed. Even today, residents sometimes have to call the switchboard two or three times before an operator answers.

Incoming callers are also inconvenienced. They are confronted with being cut off trying to call in after

trying just one number and must then call the main PLU switchboard all over again. Also, since they can't hear the extension ringing, incoming callers often don't know what's going on.

These are all very obvious and often-voiced complaints. Everyone loves to make them, but I have yet to hear a solution. Naturally, expense is a problem, and the money isn't going to pop out of thin air. I think one solution would be to spend one academic year holding fund-raising events. Dances, movies, raffles, etc., could be held specifically for a new switchboard system. Admission could be charged for PLU students at one game for each

sport during the year. If it were announced and publicized that the admission for these games would go towards a new system, the attendance would probably be larger than usual.

I realize that these activities alone will not be able to cover the entire expense or even a majority of the cost of a new automatic switchboard. However, I feel that the University itself should be able to contribute the remainder. The money will have to be spent eventually. I know of no special deals or bargains that are going to materialize if it's postponed, so why not do it now?

Shelly Rasmussen

Myths concerning female roles dispelled

To the Editor:

We would like to dispell some myths concerning the status of women faculty and students in the biology department which was erroneously reported as one of the disciplines lacking female faculty role models in the article "Women Cite Unfair Policies Here" (October 6, 1978).

There are currently four women faculty members in the biology department (two full-time, tenured; one, part-time; one emeritus, part-time researcher). The fact that one of these women was chairperson of the department for five years suggests that the

women are not merely token members. The Division of Natural Sciences presently has five women faculty (the four biologists and one mathematician) and one woman who is in a staff-level laboratory instruction position in chemistry.

Although the majority of biologists are men, here and nationwide, over the past twelve years approximately one-third of the department's positions have consistently been filled by women. This may partly reflect the fact that on the national level women have entered the biological sciences in greater numbers than the other scientific specialities, but the proportion here is

still higher than the national average.

We also have a strong interest in the issues and attitudes faced by women entering professions now considered male-dominated. Therefore, we encourage greater objectivity in the academic and career advising of both women and men who are considering medicine, dentistry, law, college teaching, business management, and the like. The evidence suggests that both the biology department and the health sciences advising committee, in policy and in deed, attempt to be conscientiously non-sexist in their advising. It seems especially important that

those who advise first-year students make every effort to avoid categorizing professions.

Angelia Alexander
JoAnn Jensen
Department of Biology
Barbara Barenz
Natural Sciences
Kathleen Blumhagen
Department of Sociology

Correction

Under his letter, Rolf Lunde was identified as being on the RHC Finance Committee. The word member should have followed this. Also the editor's response was to Deb Kenneweg's letter not Lunde's.

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Linebackers: the missing link?

Football may provide clues to evolution

By Chuck Haseman

Throughout my schooling I've been involved with football, learning the "ups and downs" the hard way. I can still remember the thoughts that went through my mind as an offensive running back whenever I went out on a football field.

One game in particular stands out. We were the visiting team so we ran out on the field first. The crowd was roaring, the band was playing, and the sun was shining.

Then the Eastmount Executioners came out. The sun disappeared, the crowd suddenly hushed, and the band's sheet music couldn't even be heard rustling in the cold breeze that had hit the field.

I found myself standing behind the quarterback looking across the line of scrimmage at a linebacker. There he stood, all 6' 6" 295 lbs. of him. He looked like a brick wall covered with a uniform.

As I took the ball from the quarterback and ventured around the end I met this Sherman tank head on. Five days later, as I came around in the hospital, the coach stood there looking at me, asking, "Why?"

Yes, I had met up with B.B. (Black and Blue) Buttress, the only student at Eastmount who walked on all fours and had been recruited from Balboa Park. He was a linebacker from head to toe, with his face resembling a pineapple, his teeth a monument of modern dentistry, and his mechanical knees a masterpiece of

technology.

I had learned a lesson in survival that day. Never carry a ball.

I also learned about linebackers.

Let's take a closer look at this missing link in the evolution of man. Many might ask, "What is this linebacker you speak of and what does he do?" I could sum it up in one word, "KILL," but I won't. Instead I'll try to relate to you my experiences and thoughts about the animal.

Now, being a defensive player, I've learned to respect linebackers. I've found that the only way to talk to these beasts is with a polite "sir," followed by assorted grunts. Of course, this doesn't always provide a harmonious conversation, but one must keep in mind that most linebackers have been raised in steel cages, being continuously jabbed with a spear and fed raw meat, thus limiting their vocabularies to various grunts.

Many stories are around today about linebackers. Of these, I feel the most interesting are those of Dick Butkus and Tim Roosivich. Both were good examples of linebackers in what they said and did.

Butkus has been quoted as

saying his ultimate dream is someday to hit a guy so hard that his head will fall off and roll down the field.

Roosivich, when his coach benched him because of a concussion, got up at half-time and ran head first into a locker just to show the coach that he was fit to play.

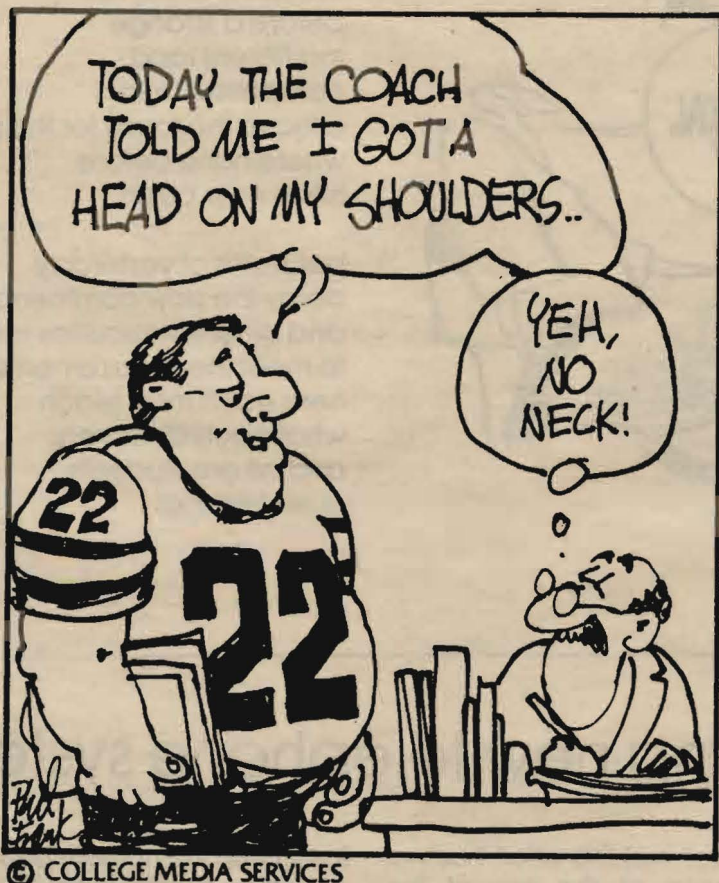
Even though football didn't appear until the late 1800's, Phillip Stubbes, a contemporary of Shakespeare's, made this comment:

"For, as concerning football playing, I protest unto you, it may rather be called a friendly kind of fight than a play or recreation, a bloody and murdering practice than a fellowly sport or pastime... So that by this means sometimes their necks are broken, sometimes their legs...one part thrust out of joint...their noses gush out with blood..."

Possibly, unknowingly, this man had observed the missing link to the evolution of man from beastly state.

If Darwin had had a linebacker to study, I think his thesis would have had an additional chapter. I feel science needs to take a closer look at these creatures. If one knows a linebacker, one knows not only an animal, but also the missing link to human evolution.

FRANKLY SPEAKING ...by phil frank



© COLLEGE MEDIA SERVICES

In Review

By Mike Hoeger

The Village Voice's rock music critic Robert Christgau, recently said (in referring to today's popular music), "Good quality is easier to find than good music." This is true. Stereo equipment improves each year but do the bands? If a survey was given to PLU students, I would bet that 40 percent of them own some sort of stereo apparatus.

Indeed, music of all kinds is popular on campus.

Therefore, the primary purpose of this column is to inform students what records are worth the money. It is a consumer guide with a two-fold purpose: 1) Since inflation has sent record prices soaring and budgets are limited, one can't afford to spend six dollars on a bad record. 2) Most students have outgrown their teenage top 40 interests and alas, need another source of know-how.

Each LP will be graded on a scale of 1-10. 10 is the highest possible grading.

LINDA RONSTADT Living in the USA

Advertisements for the new Linda Ronstadt album show her clad in athletic shorts and roller skates. She isn't just staring at you anymore: she's coming at you...and she almost wins. The LP confirms that prediction as both sides come out charging; side one with the classic rock 'n' roller, "Back in the USA" and side two with the words "I've been down but not like this before" thrust sexily to full throttle. Both are powerful songs, but for some reason those words don't fit her image.

Ronstadt then slides into a gospel-type hymnal on side one and a bluesy, jazzy song on side two. She may be straining her virtuosity here but only because these two songs lack emotion and incentive. The rest of the songs are sound, but three in particular are among her best.

She sings Elvis Costello's "Alison" with nearly as much sensitivity as he does. The

saxophone works superbly, adding a touch of warmth. It doesn't even come off funny that she's saying "My Aim is True" to Alison. "Mohammed's Radio" is another song that is a gem. It is the fourth song she has taken from Warren Zevon's first album. Inspirational verse: "In walks the village idiot and his face is all aglow/He's been up all night listening to Mohammed's Radio."

"White Rhythm and Blues" will undoubtedly go down along with "Long, Long Time" and "Love Has No Pride" as one of the all-time great Ronstadt tear-jerkers. She sings it as if it were her last song. She repeats at the end "Just send me black roses, white rhythm and blues" without enunciating.

Even after achieving superstar success and publicity, Ronstadt continues to sing most of her songs with feeling, force, and honesty—as if she wrote them. In some ways she matures with each album. She has her country roots, she knows her rock and roll roots. What's next? —8

STYX Pieces of Eight

These guys are pseudo-rockers: They are fake. Oh sure, they're superstars. Like Boston and Foreigner, they'll sell a million records before an album is released, but they don't rock. Synthesizers clutter up any substance they might have had, and worse than that, these are just reshaped former songs. Their lyrics are sillier than ever; how can they sing about a "Blue

Collar Man" anyway?

Dennis DeYoung's vocal on "Pieces of Eight" hardly sounds convincing since he's been singing about the beauty of the universe for eight years (pun). Styx proved to the world last year that they can churn out more than one Top 40 hit on an LP. So don't buy this one—you'll hear it enough on the radio. —3



NEIL YOUNG Comes a Time

This album contains familiar Young themes: unkindness, suspicion, and loneliness countered with triumphant love. But his storytelling never gets old. His soft, nasal, wavering voice is hypnotic.

Young challenges us the whole way to find his treasure. In "Look out for my Love" he says "there's a weight on you/but you can't see it/livin' like I do/it's hard for you to see it."

This is acoustic Young on his journey down the Human Highway. Find out what it's like. —9



HOMECOMING '78

"The Way We Were"

Thurs., Nov. 2 Songfest
Fri., Nov. 3 "Young Americans"
Sat., Nov. 4 Homecoming Game—1:30
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Alcohol awareness

The following alcohol awareness questionnaire has been devised by the special programs committee of residential life. University policy prohibits the use or possession of alcoholic beverages on campus. Residential life does not condone the use of alcohol, but seeks to increase the awareness of students in order to promote responsible decisions about drinking.

T F

1. Alcoholic beverages do not provide weight-increasing calories.
2. A blood alcohol concentration of 0.1 percent is the legal definition of alcohol intoxication in most states in regards to driving.
3. Alcohol is usually classified as a stimulant.
4. Alcohol misuse and alcoholism cost the American society an estimated \$25 billion annually.
5. Moderate consumption of alcoholic beverages is generally not harmful to the body.
6. A 150 pound person, to keep his blood alcohol concentration below the legal intoxicated level, would have to drink less than three beers in an hour.
7. A 12-ounce can of beer, a 5-ounce glass of wine and a cocktail made with one shot of alcohol all contain the same amount of alcohol.
8. Approximately 50 percent of fatal highway accidents are alcohol related.
9. Liquor mixed with soda pop will affect you faster than liquor drunk straight.
10. Responsible drinking can result in relaxation, enhanced social interactions, and a feeling of well-being.
11. To prevent getting a hangover one should sip his drink slowly, drink and eat at the same time, space drinks over a period of time, and don't over drink for your limit.
12. Proof on a bottle of liquor represents half the percent of alcohol contained in the bottle.
13. Drinking coffee or taking a cold shower can be an effective way of sobering up.
14. Alcohol affects you more easily if you are seated than if you are standing.

ANSWERS

1. False. One can of beer contains approximately 100 calories, one shot of distilled alcohol contains approximately 70 calories, and one glass of wine contains about 150 calories.
2. True. At this blood alcohol content, voluntary motor actions usually become perceptibly clumsy.
3. False. Alcohol is classified as a depressant. The behaviors which are manifested by alcohol are caused by anesthetization of the parts of the brain which store learned behavior such as self-control and judgement.
4. True. This includes lost production, health and medical costs, property damage, welfare, and criminal justice system costs.
5. True. The sensitivity of the central nervous system to the effects of alcohol is decreased, however, and a higher tolerance level is reached.
6. True. After three beers his blood alcohol content would be about .09 percent.
7. True. Beer usually contains between three and six percent alcohol. Alcohol content of wine ranges from 17 to 21 percent and that of distilled beverages is between 40 and 50 percent.
8. True. As reported in the 1974 edition of **Accident Facts** published by the National Safety Council. That's 46,200 deaths.
9. True. Liquor diluted with water slows down absorption while mixing liquor with carbonated beverages increases the rate of absorption.
10. True. As well as stimulation of appetite or complementing the taste of food, alcohol is also used for medicinal purposes or as part of religious ceremonies.
11. True. And the only sound cures for hangovers are aspirin, rest and most of all time.
12. False. Proof on a bottle of liquor (80 proof) represents twice the percent of alcohol contained in the bottle (40 percent).
13. False. Coffee turns a sleep drunk into a wide awake drunk while a cold shower, exercise and oxygen have relatively little effect.
14. False. If one is comfortable sitting down and relaxed, alcohol will have less effect on his body than if he is standing and drinking.

Coping with stress important to health

By Ann Biberdorf

What is stress? It's almost impossible to give an accurate description of what stress is but it is possible to learn to understand it better and learn how to deal with it.

The first misconception people have about stress is the belief that stress is bad or detrimental to them. This is not true, said Health Center medix Dave Jones.

Stress is a stimulus; it makes us act. If we have an unpleasant chore that has to be done, stress tells us to do it, Jones said.

Jones pointed out another way to look at stress, "If you have 32 things to do and only time to do 25 of them, that's stress."

Stress is a constant factor in our lives. It stimulates us to make decisions and act upon them. Complications arise when stress is suppressed or improperly dealt with.

Stress must be released, Jones said, or it will build up until it becomes harmful.

Emotions are a big factor in stress. Even though they sometimes seem irrational, emotions are both real and powerful. Not dealing with one's emotions only leads to further problems.

Jones said he believes people generally cope very well with the larger problems; it's the so-called trivialities that touch us off, especially when allowed to build up.

Stress affects people physically as well as mentally. "People are constantly cutting their heads off from their bodies," Jones said. "They don't realize that they function as a unit."

Stress shows up in physical problems, including headaches, back and neck pain, ulcers and nausea.

The PLU medix puts causes of stress in students into two general categories; school and

social adjustments.

He also explained the mysterious phenomena of "freshmanitis" and "senioritis." Social and school adjustments are more extreme to a freshman. Homesickness is very real, and can cause stress.

"Senioritis" often hits students during the last semester of their senior year. New responsibilities descend upon the college graduate. Many seniors experience a great deal of stress just thinking about their future.

The inevitable question concerns coping with and relieving stress. First, we must acknowledge that it is there and understand what caused it. Second, we must try to get rid of it.

Stress is often dealt with in negative ways. Sleeping and eating are common means of escape from stress.

Probably the most effective way to deal with stress is talking with someone about it. Professional counselors are as close as the PLU counseling center.

There are as many ways to deal with stress as there are causes of stress. Physical exercise, meditation, or doing something crazy will relax and relieve stress.

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GREAT HAIRCUTS

SPORTS



Mark Morris

The Lutes beat Oregon State with a 1-0 score but dropped one to the University of Oregon 2-1.

Lutes trip Oregon once, but not twice

By Pam Tolas

The PLU soccer team split last weekend's two Northwest Collegiate matches, sneaking past the Oregon State Beavers 1-0 and dropping one to the University of Oregon 2-1.

Steve Rychard proved to be the catalyst for the PLU offense. With fifteen minutes gone in the first half Rychard scored the lone PLU goal, handing the Lutes their first league win.

The University of Oregon

took an early lead in Sunday's contest. Down 2-0, the Lutes had a goal called back for an off-sides violation in the second half. In the final minutes of the showdown, senior Rychard scored, wrapping the game up at 2-1 in favor of the Ducks.

Last weekend's play left the booters with a 1-3 league and a 4-8-2 overall record. The Lutes face the University of Oregon in a non-league match this Sunday. They resume league play October 31.

Lutes dominate in 31-6 win

By Tom Koehler

Pacific Lutheran, after dominating play in the first quarter, broke loose for 17 points in the second quarter and went on to chalk up an

easy 31-6 Northwest Conference victory over Lewis and Clark College in Portland's Griswold Stadium last Saturday.

It was over and out for L&C all afternoon. The Lutes

overpowered and outplayed the undermanned' Pioneers. PLU led in plays 101-58, first downs 31-12, rushing yards 377-79 and passing yardage 215-160.

"We were very intent and ready to play," PLU coach Frosty Westering said afterwards. "We might have been too anxious and too intense, but we still played a great game with great defensive pressure."

Herm Tappin, L&C's senior quarterback, came into the game with some impressive statistics, but the NAIA's number two passer was stymied most of the afternoon by a fierce PLU rush. Tappin was sacked seven times and intercepted three times. In addition, he completed on nine of 23 passes for 160 yards—110 below his average coming into the game.

Paul Hoseth, PLU defensive coordinator, said the defense tried "not so much to stop Tappin as to put pressure on both the backs and receivers. We wanted to intercept at least 10 percent of their passes." The Lutes picked off four of 24.

Guy Ellison opened up the Lutheran scoring with a 29-yard touchdown run early in the second quarter.

PLU, now 2-1 and in second place behind Linfield in the Northwest Conference, takes on Willamette Saturday at Franklin Pierce Stadium.



Sat— Tim McKamey & Mark Filler

Sun— Dave Lawrence

Open Tue-Sun 9-12

How would Freud relate to O'Keefe?

Cold. Yet warming. Hearty, full-bodied flavor. Yet smooth and easy going down. And, O'Keefe develops a big head on contact. Conflict. Conflict. Trauma. Trauma. Freud's diagnosis? We think he would have said, "It's too good to gulp." And you will, too. In the final analysis.



By Debbie Barnes

For a time, forget all that your parents taught you regarding women and sports. Disregard the fact that they said that women who were sportswriters and reporters knew nothing. Subtract the thought from your mind about their lack of knowledge about such things as yards to go and free throws. This is the start of something big.

Phyllis George was a beautiful Miss America...but as for being a good sportscaster...the woman gave female sportscasters trying to get into the business a bad name. Being beautiful was a talent she had naturally. But being a sportscaster was not all her fault. Somebody had to pick her. The people at CBS just had a pretty face in mind.

The point I'm trying to make is this: Being number two...we try harder. Boys have it easy. From the day they begin to walk, a bat or glove is placed into their hands. They are taught that being a jock is important...if not essential to becoming a man. The male usually fulfills his parents' expectations.

The girl, on the other hand, is told to play with her dolls. And if she has any ideas about becoming a basketball star, she can pretty well forget the NBA. She spends her days reading about doll houses and becoming a mommy.

Men have read sports magazines all their lives. Women have to catch up for lost time if they want to be informed about who is with what team. And it's usually an up-hill climb.

Not all sportscasters are like Phyllis. Some try to win beauty pageants, thinking they'll get their big break the same way. But when they fail to become the national heroine they break down and hit the books, magazines and almanacs until they're better off than all the Phyllis Georges in the world.

Take time out and think about it. Don't be ready to write off a sportscaster or writer if she's a female. We've got some rough days ahead trying to remember who was in the World Series in '52 but we're trying hard to reach our goals. Move over Howard...I'm in training for your job.

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Volleyball team beats UPS

By Pam Tolas

Last week was action-packed for the Lute netters.

The women's volleyball team defeated the University of Puget Sound Wednesday and were victorious in four out of six games in last weekend's Seattle University Invitational.

The Lutes came from behind in their mid-week match against UPS to win 3-2. After losing the first game 15-2 the netters found themselves down by eight. Engaging the

Loggers in a tough battle, the Lady Lutes took the second game 16-14. The third game was won by UPS 15-7, with the final games going to PLU 15-3, 15-10.

During the Seattle University Invitational, the Lutes compiled a 4-2 record for the tourney. PLU topped UPS 2-0 Eastern Washington, Seattle U, and Boise State all by the score of 2-1. Central Washington and the University of Idaho both handed the Lutes 2-1 losses.

Coach Kathy Hemion commented, "Ironically, our best effort was in a losing cause against Central. While our won-loss record doesn't reflect it, we're still lacking in consistency. In the Idaho match, we were ahead in one game 13-2, yet lost." Hemion did have good words for the serving and coverage in the Seattle tournament.

This weekend the Lutes travel to compete in the Eastern Washington University Invitational.

Defense sparks field hockey

By Jean Fedenk

The Women's field hockey team blitzed and tied their opponents last Friday and Saturday. PLU vs. Willamette ended 0-0 and PLU vs. Shorecrest ended 0-0.

The Willamette game gave the Lutes two major disappointments—two called-back goals. The first goal driven in by Cris Evenson was called back due to an illegal high hit. Julie Groh's score was called back because of an off sides call. The Lutes played intense hockey during the first half of the game and kept the pressure on the Oregon team, but were unable to score.

"Again Shorecrest, the team cut for the ball, dribbled diagonally, had opportunities

to score, but couldn't get into the goalie's cage," said Coach Sara Officer. "The varsity front line played excellent hockey," Officer said.

Fullback Leslie Price was outstanding on defense as she brought the ball down field, right up to the attack line by herself.

PLU's junior varsity dropped Shorecrest's junior varsity 3-1. Goals were scored by Tami Fiebelkorn, Linda Daugs and Margie Anderson. "The team showed intelligent playing as they thought the plays through," said Officer.

"Ellen Schipper fed the ball well, and took the ball down the alley, across the field for a letter-perfect goal shot," said Officer.

Facing Washington State

and Central the Lutes will have their toughest games of the season this Saturday on the home field. October 27-28 they will be at the University of Oregon and November 4-5 at the Central Washington University Invitational. The NCWSA Conference Championships will be at the University of Idaho on November 9-11.

Bombers win

The PLU Bombers defeated Central 7-0 last Monday at PLU. The game, a defensive battle with the only score of the game coming in the second quarter.

ARMCHAIR QUARTERBACK

FOOTBALL PICKS FOR GAMES PLAYED
OCTOBER 28 & 29

T I E	College	
	<input type="checkbox"/> Portland State	UPS <input type="checkbox"/>
	<input type="checkbox"/> Whitworth	Linfield <input type="checkbox"/>
	<input type="checkbox"/> Willamette	Lewis & Clark <input type="checkbox"/>
	<input type="checkbox"/> Arizona State	Washington <input type="checkbox"/>
	<input type="checkbox"/> Oklahoma State	Nebraska <input type="checkbox"/>
	<input type="checkbox"/> Washington State	Oregon <input type="checkbox"/>
	<input type="checkbox"/> Colorado	Missouri <input type="checkbox"/>
	<input type="checkbox"/> Miami (Fla.)	Notre Dame <input type="checkbox"/>
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TIE BREAKER

DENVER _____ SEATTLE _____

1. Contestants must be PLU student, staff or faculty member.
2. Limit of 1 ballot may be submitted by any contestant.
3. In case of tie including tie breaker, prize will be shared equally among winners.
4. All entries must be turned in at Games Room by midnight October 20, 1978.

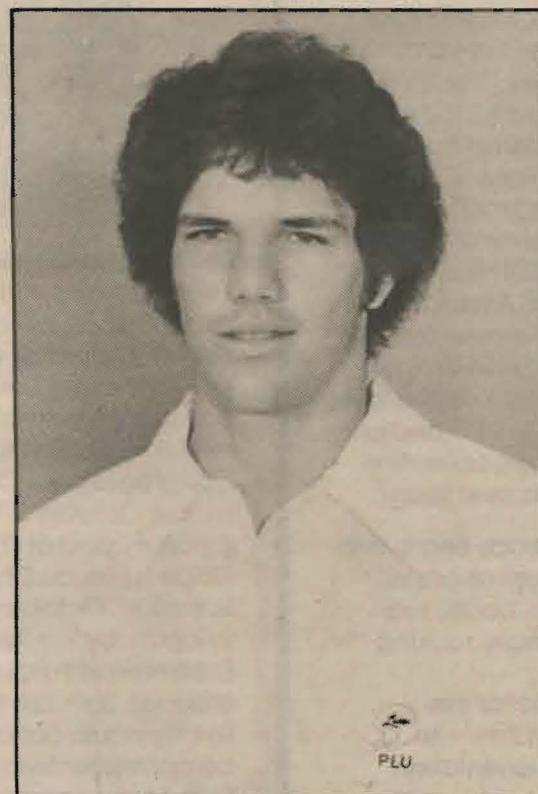
NAME _____ PHONE _____

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FOOTBALL PLAYER OF THE WEEK

Steve Kienberger, defensive end from Portland, Oregon had three quarterback sacks plus six solo tackles as PLU applied the pressure to Lewis & Clark's passing game, ranked second nationally in the NAIA. The Lutes held the pioneers to 160 aerial yards in a 31-6 win.





Large challenge faces soccer team

By Alana Koetje

"I crave the challenge! Players must be aware of every part of their body to make quick, creative decisions in this game of constant action while at the same time being aware of every other player on the field," said Terry Fletcher, PLU soccer team member.

Steve Rychard (co-captain) was motivated by the coordination required of the game. "It's the best all-around sport—because it requires multiple coordination: feet kick, thighs hit, stomach traps, chest smothers and head hits the ball," he said.

"I'm hooked on the game!" claimed Chuck Bragg.

Players are committed to the game despite weak PLU support, no scholarships, lack of experience and non-league opponents.

"The PLU soccer program is really behind times," according to freshman John Larsen. "It's still considered a club sport even though they meet standards to become a varsity sport."

Steve Rychard explained, "PLU does not recruit soccer

players nor does it provide support financially through scholarships to draw in players."

Even the coach, David Asher, a junior high teacher from Yelm, lacks support. He dedicates himself to the club for "just enough money to pay for gas."

Terry Fletcher added, "Most guys join the team here as freshmen, with little field experience, and then the squad is scheduled to play varsity teams like U of W, U of O, Simon Fraser, and SPU—all top-ranked teams with scholarship-recruited players and dissimilar league standing. Can you imagine Frosty's Lutes taking on James' Huskies?"

Despite meager funds and no luring scholarships, about 30 guys are devoting a great deal of time, money and energy—just to play.

Jerry Smith said, "It's a very rewarding game of control and discipline. Well, it really involves such good guys to play with. They're interested in each other's welfare; they're concerned for the betterment of the team in and out of the game. The idea of team effort is special, each member helps inspire the team every time they are together. There is no one star."

Dave Daugs said, "We're guys interested in having fun. There's not so much pressure as other sports although soccer takes time to learn; there is a

real skill involved."

From the beginning of the season, the club has suffered the loss of Hal Ueland (Jr.), Jim Dow (Jr.) and David Chamness (Soph.) because of injuries.

"The present team has compensated well," said Coach Asher, "We have continued improvement by players and they certainly have more potential than what has been shown by the won/lost record."

Most PLU soccer players begin field play when freshmen. There are five starting this year: Harold Kutz, John Larsen, Kent Soule, Jeff Nellermore, and 100 percent Dutch potential, Randy Koetje, kicking off with a native "Dutch Touch."

Six starting seniors match the "Fresh" starters: Dave Daugs, Steve Rychard, Jerry Smith, Terry Fletcher, Carl Granlund and Colin Melby.

The team plays various opponents. League opponents are associated with NCAA and NAIA of Northwest Collegiate Soccer. Also, they battle for City Title against UPS and they play in the Pierce County Recreation League against such neighborhood organizations as Shakey's Pizza, Coca-Cola and University Place.

JV members team for these, and most often the coach joins in. Many PLU men interested in soccer but don't have time to practice regularly can still

be involved by playing for the recreation league.

The team captured a secure win against Oregon State Saturday (1-0). On Sunday they battled University of Oregon losing by a mere point—(2-1). Steve Rychard made both lone goals.

November 3-5 is the PLU soccer invitational, so there's still a chance to observe these unique guys who play soccer. The team will be playing

Whitman, Lewis & Clark, St. Martin's and Linfield.

"We'd love some fan support," said Colin Melby, "We're friendly guys who will help explain the game. Besides, it will be an opportunity to witness some competitive soccer and see the PLU team at its finest."

"More people should come and watch our games, it's free, exciting and the guys have nice legs," stated T. Fletcher.

Cross country takes second behind U of W

By Jean Fedenk

Last Saturday's good weather and home course advantage helped the cross country team as they took second place out of the three teams. The University of Washington was first with 23 points, then PLU with 44 points and Central with 60 points.

Diane Johnson was second in the run with 19:17 minutes, as she contended with some of the U of W top runners. Reinary Roetman from the Huskies was first in 18:55 minutes.

The team effort showed as the second through sixth runners placed ninth through twelfth. "This placement was

what the Lutes have been trying to achieve all season," said Coach Carol Auping. "It's what we wanted to do (bunch), now we'll just have to push up in the time."

"Fort Steilacoom's course is a hard one to run. The first mile is generally slow due to the hills and the beginning of the third mile is a large hill. It is good for the spectators as the course starts and ends in the southeast corner of the lake and follows a figure eight layout giving at least two more views of the competition," Auping said.

Saturday the Lutes will compete at the Fort Steilacoom course at 12:30 p.m.

Check it out. Check it out. Check it out. Check it out. Check it out. Check it out.
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by Mike Frederickson
 by Mike Frederickson
 by Mike Frederickson
 by Mike Frederickson



The Tacoma Art Museum has opened a spectacular new exhibition in its Children's Gallery, entitled, "The Story of Toys". This beautiful exhibition has been garnered from private collections throughout the Northwest. Included in the exhibition are some of the most historic toys ever created in America. The exhibition features all manner of toys from tin wind-up toys, cast-iron toys, rare action toys for youngsters to sit in and on; to the most exotic collection of antique dolls ever seen.

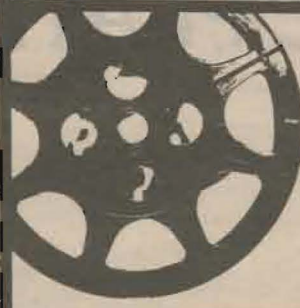
The favorite, Teddy Bears, are included, as well as paper dolls, toy trains, boats, submarines and many rocking horses. A unique aspect of the exhibition is a 15 minute audio/visual presentation discussing the history and esthetic factors of toys in America.

The exhibition is open free of charge to the public and will continue through May of 1979. The Tacoma Art Museum is open Monday through Saturday from 10a.m. to 4p.m. and noon to 5p.m. on Sunday and is located at 12th and Pacific Ave., Tacoma. For further information call 272-4258.

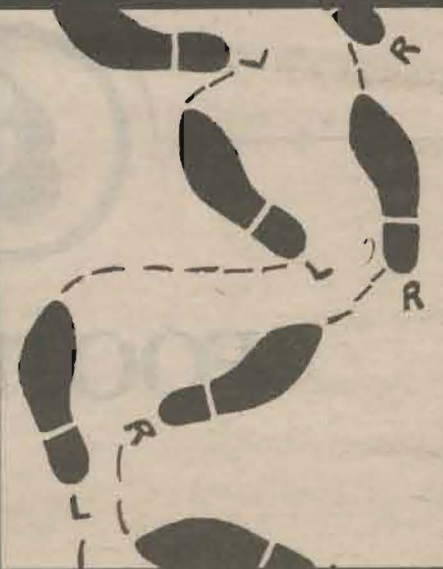


Two programs of music for brass and organ including the world premier of a work by Alan Hovhannes, 'Sunset on Mount Tahoma', will be presented at Plymouth Congregational Church on Friday, October 27th at 8:00p.m. and at Phinney Ridge Lutheran Church on Saturday, October 28th at 2:00p.m. by the Seattle Brass Ensemble with Paul Reitz, organist. Both are free. The Plymouth concert will be composed entirely of twentieth century compositions including 'Heraldings, Diversions, and Toccata-

Laudation' by Paul B. Carmona and 'Gaudeamus' by Richard Proulex. The first half of the Phinney Ridge program consists entirely of the works of Giovanni Gabrieli. The second half will feature three of the twentieth century compositions including the selection by Alan Hovhannes.



Seven Samurai (The Magnificent Seven), the first in a series of seven films presented by the Foreign Areas Studies Program will be shown on Tuesday, October 24 at 7:00p.m. in Ingram Hall. Winner of the Venice Film Festival, "Seven Samurai" is one of the greatest action epics ever filmed. Beyond doubt it is the definitive "eastern-western." The next film presented on October 31 is a Japanese film, "Twenty-Four Eyes," showing a side of Japanese society that opposed WW II. Visitors are welcome to all film showings.



Les Ballets Trockadero de Monte Carlo will make their first Seattle appearance on November 5 at 8p.m. at the Seattle Opera House. The all-male ballet company will apply its wit and skill to ballet classics including "Swan Lake" (2nd act) and "Don Quixote", and contemporary ballets including "Yes, Virginia, Another, Piano Ballet" and "Phaedra/Monotonous No. 1148". Tickets for the November 5 performance are on sale at all Bon Marche tickets outlets and are \$10.50 (boxes), \$9.50, \$8 and \$6. For information call 322-3733. The event is being sponsored by Dance Theatre Seattle.



offshoot



INCIDENTALLY

According to the U.S. Dept. of Labor: The average working person changes jobs every 1½ years, till about age 35, after which he/she changes jobs every three years. These changes are often promotions within the same company.

The average person changes careers three times during his/her life. According

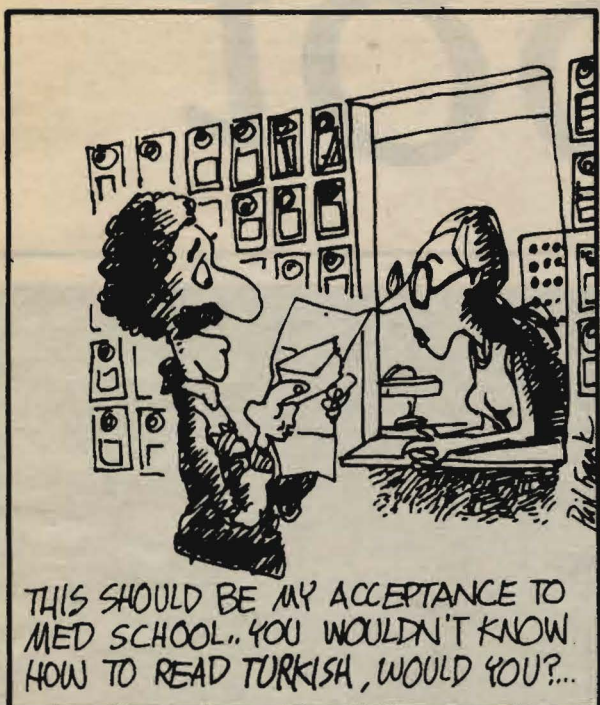
to Dick French, CPPO Director, "You will probably retire doing something you never thought of doing in college."

Eighty percent of all students change career choices at least once during their college years. Most students do not graduate with the major they had intended when they entered college.

According to French, mid-life career changes have become more socially acceptable over the last 10 years. Among those who change careers during their middle years are displaced housewives, military retirees, people whose jobs have been made obsolete by technology, and white-collar workers who want simpler, less hectic careers.

Frankly speaking

Life is no laughing matter



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Bar none

Recollections

by James Bash

Although I cannot remember the exact date I made the most momentous decision of my college career, I can recall the place and situation.

It was a foggy—almost rainy night at a tavern not far away from the university. The tavern's neon sign beckoned like a blessing.

I must have stumbled inside the bar with a couple of friends after a horrendous test in philosophy. The pitcher of beer which was placed directly in front of us looked as clear as Kant's metaphysics. Someone pulled a deck of card out of his pocket and we began a game of rummy.

After several rounds and several glasses each the phenomena of college life returned. We relaxed into the usual discourse about classes.

I was enjoying myself immensely when one of my beer-tipping colleagues (we always called each other a colleague then since it sounded professional) asked me a personal question, "What year in college are you?"

I replied after several seconds of sharpened thoughts, "A junior in good standing."

"Well then what's your major?"

"I haven't any. That is, I haven't decided yet."

Taking a mug of suds in his right hand he lifted it high and took an awesome swallow.

"Son," he said since he was half a semester older than I. "You'd better choose a major fast before the real world gets you."

This statement held me speechless for the entire length of time it took him to down his next throatful of beer.

"The real world," I confusedly responded. "What do you mean?"

"I mean the outside world—the out there," he said with a sweep of his hand which I followed as it pointed toward the darkened windows of the room.

"You mean outside this bar?"

"No Jim. I'm talking about the people who live their lives untouched by the ivory halls of academia."

"Ah," I thought as I watched him devour three pretzels.

"Furthermore, there are forces in the real world which you don't understand, if you haven't chosen a major."

"Such as?" I quickly demanded

"Avarice, you know, money, greed."

"What must I study?"

"Economics or business. They go hand in hand."

"Name another force."

"Power."

"Electrical power?"

"No the power to control lives. For such

knowledge you need a background in political science."

"Give me another force."

"Sex. Examine psychology. Sigmund Freud in particular."

And so the conversation went on deep into the night until the neon sign blinked-off its benediction.

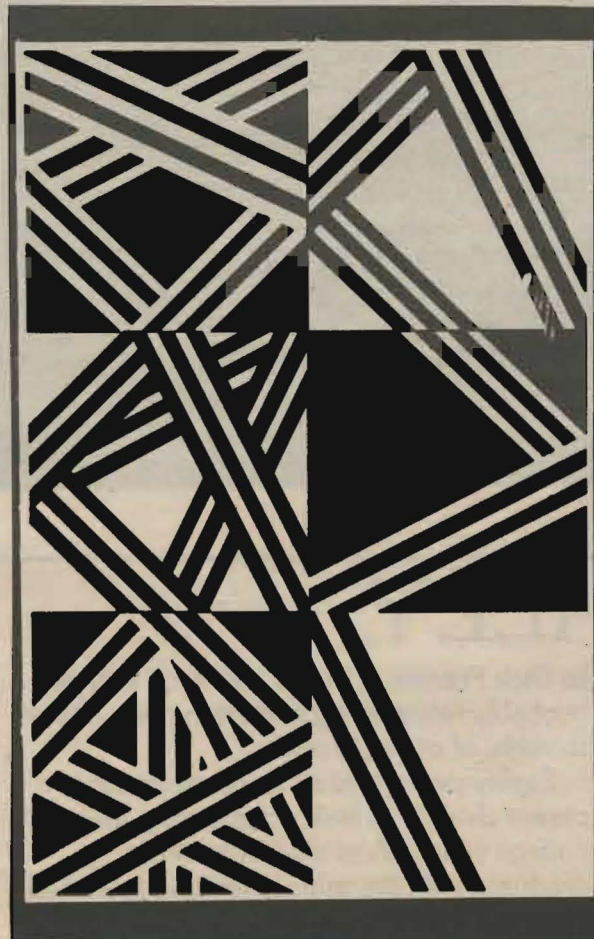
Being a junior and feeling much advanced in years and experience, I weighed what my colleague had said. I concluded that I had better get an inkling of the real world before it got me. After spending much time pondering the books of the library and feeling like Herman Melville's Sub-Sub I graduated with degrees in English, history, and philosophy.

But upon graduation I had grown weary of the real world: its pleasures and pains.

During a melancholic year in graduate school at the University of Iowa I gave up on the real world. Instead with great bravado I made my first momentous post-collegiate decision: to pick up the noble pen and write about the unreal world.

Now as I am sitting in a cozy tavern in Portland, Oregon and celebrating the completion of my new poem, "Ode to the Real World"

—chuck full of witty paraphrases from Plato, Kierkegaard, Hume, Hawthorne, Poe, Beckett, A.J.P. Taylor, Huizinga, and Hofstadter among others) I realize that my current enrichment in studies etc. while at PLU has benefited my current occupation beyond knowing.



Interview tips

by Kim Pommerenke

Next summer, or even as early as this winter, students will be seeking employment.

Graduates and drop-outs may search for jobs that they wish to hold for the rest of their lives or just until a better job comes along; returning students will seek jobs that enable them to come back.

Job hunting is often accompanied by job interviews. Most students have been or will be interviewed for some kind of employment.

The man who does much of the interviewing for PLU is Personnel Director, Nathan Walker. Walker talks about what he looks for and observes in the job applicants that come through his office.

First, the person applying for the job must have the skills and qualifications described in the job specifications. "Underqualified people (those not possessing the basic necessary skills) are screened out," said Walker.

Walker says that he can tell a lot about a person without saying one word to him. Nonverbal communication reflects the applicant's attitude. "If a person cares about the job he is applying for, it shows," said Walker.

Before the interview takes place, Walker notices several things. Does the person have to borrow a pen to fill out the application? Does the applicant need to use the phone book to look up addresses of former employers or people to use for references? Does he have a resume? Does the person bring along a boyfriend or girlfriend, husband or wife, mother, or a screaming baby?

How the applicant comes across to Walker during the interview depends on a variety of things. Dress and punctuality are probably the first things he notices first during the interview.

"Self-confidence and personality are very important," said Walker. "Can the person I am interviewing convince me that I should hire him for the job, that he would be the best choice?"

Generally during an interview Walker talks informally with the applicant and discusses the application with him. Does the person know what he is interested in doing?

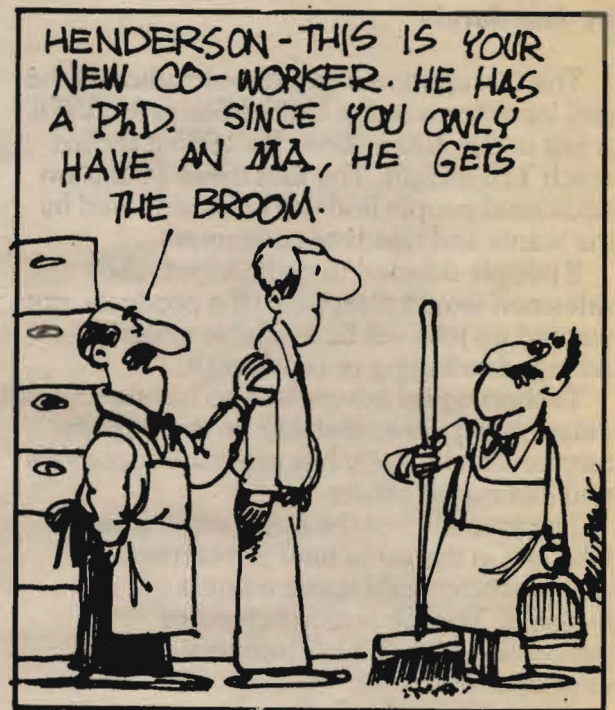
The applicant's academic and work history are important too. "A four year degree indicates some-kind of reliability," said Walker. He looks to see if the person has jumped from job to job, or whether they have worked at one place for some time.

"I try to find out if they know where they are," said Walker, "and if they know where they are going." Walker says that these are the kind of observations that really indicate to the interviewer what kind of person PLU is really hiring.

Illustration by Mike Fredrickson



FRANKLY SPEAKING ... by phil frank



School offers answer to challenge

by Karen Bates

High school graduates often confront the challenge of determining what they will do with their lives.

The challenge can be temporarily met by entering college. The four or five years after high school will be spent studying. But studying what?

The liberally-educated student's next dilemma: "What's your major? Oh, really, what are you going to do with that?"

The dilemma, like Hamlet's, is not a simple question of to be or not to be a doctor; it is a question of making a value judgement about life. Will being a doctor,

lawyer or botanist give any value or worth to life?

This is what makes choosing a major or vocation so difficult. How can one determine what major or vocation will give meaning to his life?

A way of doing this is to explore one's individuality. In seeking out interests a person can more fully realize what he judges meaningful.

Rick Seeger, director of academic advising and assistance, identifies one of the most common problems in choosing a major or vocation as "not going about making decisions in any kind of rational way. Students come to school and without

This is a test and only a test

by Julie D. Feller

More than ever vocational tests are being used to help students faced with the choice of an occupation. Yet the true value of these tests is under fire.

Educators, testers, parents and students have begun to question the validity of tests and the value of score interpretations.

Usually counselors point out that scores are used only to show areas of possible promising occupations. Cases exist where students were discouraged or prohibited from pursuing personal goals based on test score interpretation. However, these cases should not be viewed as typical.

According to Dr. Gary Minetti of counseling and testing, what makes the difference in the use of scores is the attitude of both the student and the counselor interpreting the score. Testing must be used wisely and with caution. The test must be seen as a tool in the decision making process and not as the final decision itself.

Minetti stated that many students feel by taking a vocational interest survey they will receive a definite answer as to which occupational field to enter. This attitude is reinforced by the general belief that tests automatically have a right or wrong answer. To try to break away from this frame of thought, Minetti repeatedly calls the surveys "tools".

The three vocational surveys available in the counseling and testing center are the Kuder Occupational Interest Survey, Strong Campbell Interest Survey and Holland Self-Directed Search.

None claim to give the student the right answer. Nor do they claim to identify the

only vocational paths open. They merely point to a variety of choices open for exploration.

Over the past three years Minetti said he has seen a clear upswing in requests for vocational counseling in the context of career decision-making.

The counseling and testing procedure involves an explanation of the tools available. The nature and limitations are discussed, then a decision is made concerning the most appropriate.

After the test is scored, the counselor and the student discuss the results. Once more it is stressed that scores only reveal areas where the person might find satisfaction. The student is encouraged to explore other areas as well.

Minetti explained that in his opinion the tests are both reliable and valid. If they were not, the center would not use them. This does not ignore that test answers may be slanted to reflect the desires of the student, he said.

There are real cases of misuse and misinterpretation. Caution must be used when stressing the certainty of the scores. This is pointed out in a recent article in *Today's Education*.

All PLU counselors have training in interpreting scores both through formal education and on-the-job training, Minetti said.

The decision making process involves the gathering of many pieces of information, one of which may be vocational interest test results. These results, in conjunction with the other information gathered, will guide the student toward a possible occupational area.

any kind of thought, declare that they want to be a . . ."

Seeger maintains, "One of the strongest assets this school has to offer is the possibility for exploration."

At Career Planning and Placement, located in the Hauge Administration Building, personal exploration is emphasized. The office provides the university with a staff of professionals who are willing to take time to help the individual explore his or her personality.

Gary Minetti, director of Counseling and Health Services, said that to aptly decide upon a major or vocation "we have to be aware of our overall function as a person."

Alene Cozizer, counselor, defines her position as that of a "catalyst . . . any decision rests with the individual. We mainly help the person define his interests."

Counseling and Testing also makes available a variety of tests which assist the student in clarifying his or her interests and abilities. Cozizer says, "The tests contain no magic. They simply show students new areas of interest."

The undergraduate may also determine his or her interests through course selection. Seeger said, "A person may come with a major in mind and find out through classes that he is not really interested in that particular field."

Devena Thompson, secretary in the CPPO, said people choose their majors or vocations "through exposure to room-mates, faculty, friends, classes, jobs on campus or during the summer."

One cannot spend all four or five years of college simply and only "exploring." Sooner or later the computer's demand to "please declare a major" must be answered.

But declaring that major, or choosing a particular vocation, need not be binding.

In the sciences, for instance, choosing a major or vocation cannot be final. Dr. Jerrold E. Lerum, associate professor of biology, says "Those who may want to go into a career may not break into it, so a student should prepare well for an alternate career."

The education department makes a conscious effort to tell students that declaring an education major does not bind a person to a teaching career.

Seeger has said that English majors can and will compete against business majors for the same job. That is the advantage of a liberal-arts education. It educates the whole person, so that he or she is able to competently follow any interest he or she may have.

Outside look to the future

by Jim Jarvie

The *Occupational Handbook* indicates the civil labor force in the United States for 1978 is just under 100 million. By 1985 it should reach 110 million. The jobs these 10 million additional people find will be determined by the wants and needs of consumers.

If people decided to go barefoot, shoe salesmen would disappear. If a product not wanted no jobs will be available making, selling, distributing or repairing it.

Technological advances also have a role in determining job availability. In the 20th century new technology has provided some jobs and eliminated others.

The invention of the automobile created jobs, but at the same time put carriage manufacturers and stable owners out of business. The job outlook changes periodically due to both personal and environmental factors.

According to the *College Placement Annual* the actual job outlook for the near future shows and increase in number of white collar jobs and service jobs. There will be a small increase in the level of blue collar jobs, and a decline in agricultural jobs.

Many new jobs will be held by women, if the job trend since 1950 holds true. There has been a 10 percent decline in the male workforce since 1950 and an 18 percent increase in the female workforce.

The graph below shows many job markets and job openings in each field determined by growth of the particular field and how replacements contribute to the number of job openings.

Job openings can also be attributed to transfers or promotions. When a person moves from his or her present job to another job, a position opens for someone new.

Jobs pursued often depend on the type or amount of education one has. Jobs such as physicians require a college undergraduate degree plus four to six years of medical school. Other jobs might only require a high school education.

Surveys from the Bureau of Labor Statistics show that in 1952 7.9 percent of the labor force had a four year college degree. In 1976 that figure rose to 16.5 percent and in 1985 it is expected that 20 percent of the labor force will have a four year college education.

Tie this in with the job openings and one will find that there will soon be more professionals, clerical workers and service oriented workers.

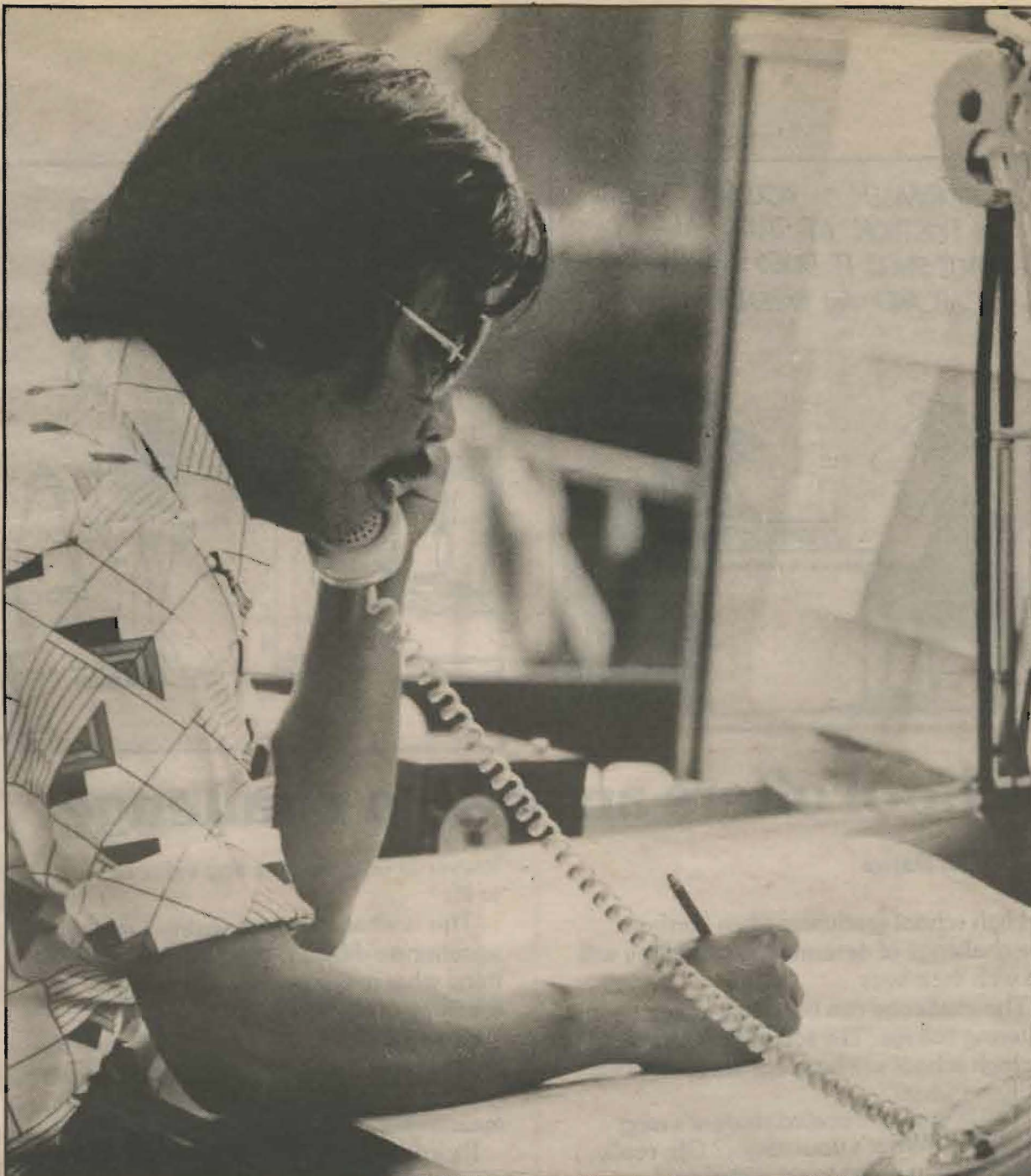
In each field the job picture is different. Some fields overflow with people, making job possibilities scarce.

The following information was gathered from the *Occupational Outlook Handbook* and the *Occupational Outlook Quarterly*. Together the publications compile about 900 pages of information dealing directly with the job outlook.

In business-related fields, computer find no difficulty finding jobs. The advancements in technology will bring computers further into the limelight. Growth in the business world as a whole will make room for more accountants, managers, personnel administrators and clerical-related positions such as secretaries, bank clerks and bookkeepers.

In the field of education competition for jobs is tightening. This is because declining enrollment in schools (which is due in part to the end of the baby boom) requires teachers with better skills and higher levels of education at every level.

For those people who do not have a Ph.D and wish to teach at the college or university level, finding a job will be difficult. Possibilities at elementary and secondary levels will exist



for qualified individuals to teach vocational subjects, mathematics, and natural and physical sciences.

In scientific and technical fields engineering will grow fastest. This includes civil, electrical, metallurgical (developing new alloys and metals) and industrial engineers.

These fields require more expertise and thus more college and university graduates. A master's in engineering is recommended in most fields because of the competition for all jobs.

Because of the conservation movement, jobs in forestry and range management will be more available. Although there are more jobs available, the demand makes this a competitive field.

The science of mathematics will have many positions opening up, with the best opportunities for high level degree holders seeking jobs in government and private industry.

The job market for the physical sciences will remain about the same. For chemists, jobs will continue to open up because of the continued demand for new products and the growing concerns for pollution control, energy shortages, and health.

Competition for chemists and physicists will be keen for those individuals with bachelor's degrees.

Lately, demand for television and radio technicians has risen. This is due both to advancements in technology and the recent boom in home entertainment products.

Jobs in health-related fields will be available according to the *Occupational Outlook Quarterly*.

The dental field, which ranges from dental hygienists to dental laboratory technicians is quoted as being one of the better fields due to increased general health. This includes dental care and the expansion of dental payment plans.

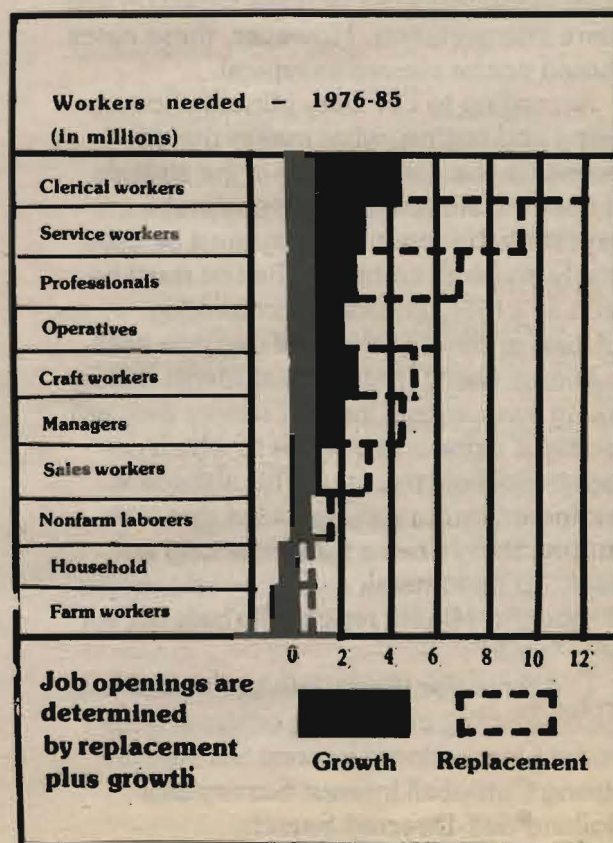
Medical practitioners (which include chiropractors, physicians and veterinarians) have a favorable outlook for the next five years. Best possibilities will be in small towns and areas where known shortages exist.

Nurses, like doctors, have an encouraging outlook. The Tacoma area has more openings than average at the present time. This can be attributed to the large number of nursing homes and the fact the Northwest is a popular retirement area.

The social sciences (which includes economics, anthropology, psychology and sociology) require higher levels of education for almost all positions.

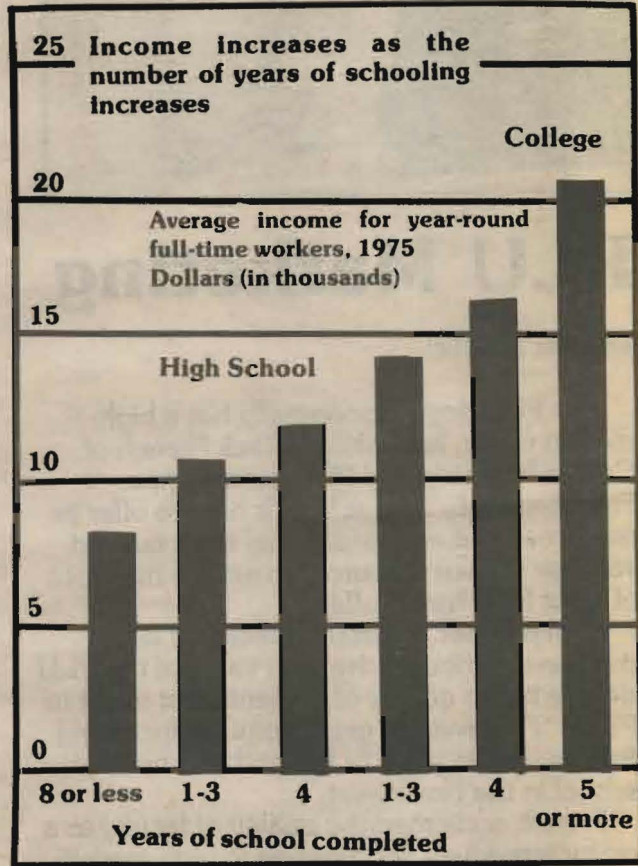
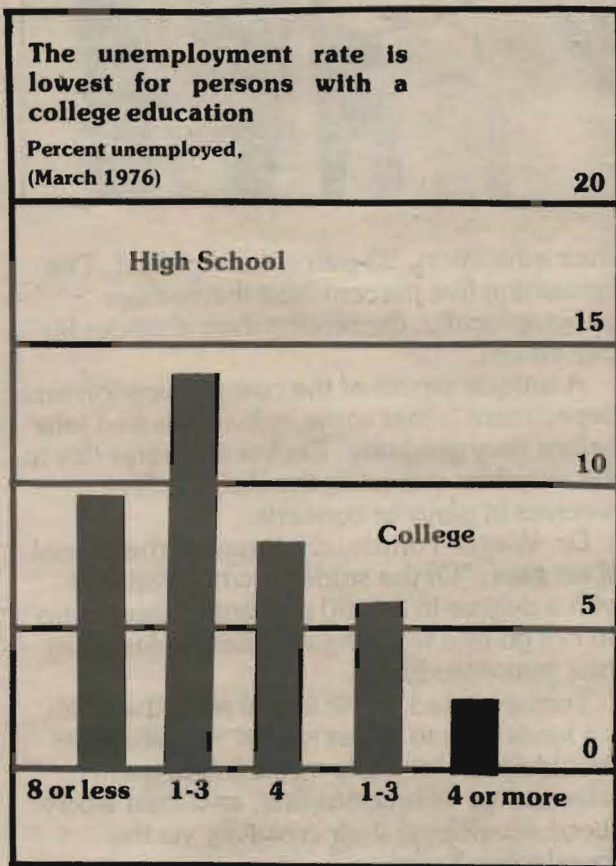
Persons with bachelor's degrees are likely to face competition, along with those interested in teaching at the college or university level. The best opportunities will exist in non-academic areas.

The performing arts (acting, dancing, singing and composing) have most positions available in teaching. However, according to Dr. Becvar of the school of communication arts, people are finding more time for leisure. Thus, the demand for entertainment is growing, opening up more jobs.





Source: Bureau of Labor Statistics



So . . . you don't want to teach? Create your job

by Geri Hoekzema

"If you can't do, then teach."

This cliché reflects the idea held by many people that a liberal arts degree is a quick way to unemployment unless you teach the subject of your major.

"They're dead wrong," says George Arbaugh, PLU philosophy department chairman. Liberal arts majors are often judged unemployable because they are not recruited to high-paying jobs immediately after graduation, he says.

The prime value of a college education is not to make more money, but to improve the quality of life, says Daniel Van Tassel, PLU English department chairman. "I don't see how you can put any price tag on it at all," he adds.

"People with vocational skills or 'practical' majors may be more immediately placed, but they are often limited to one particular field," Van Tassel says. English majors actually have an advantage because their control of the language in speaking and writing may be better developed than most applicants.

Liberal arts majors are often hired not because of particular job skills but because they "learn quickly, are not limited in outlook, and can express themselves more adequately," he says.

"Many times employers are more interested in a B.A. than the nature of the major," he says. The University of Washington graduate school of business, for example, tries to recruit students with majors other than business.

So you don't want to teach? There are varied jobs available for every field in liberal arts; it takes imagination and a willingness to search for them.

In an article appearing in the *Seattle Post Intelligencer* Dr. Dorothy Bestor, a former professor, says that most people — especially men — think of careers in hierarchal terms; starting from the bottom and working to the top.

But Bestor suggests that in order to get more job options, try peripheral thinking; exploring possible careers other than those directly related to your major.

"Don't box yourself in," reads a poster put up around campus by CPPO, according to Bestor. He says this is true especially for liberal arts majors; it is important never to rule out any possibilities, no matter how unusual.

"Not much comes to those who wait," she says, adding that one must actively search for jobs, because jobs do not come to those who do not look for them.

Some job-finding hints for students with "impractical" majors were given by Bestor:

—Do not get discouraged by all the talk about there being no jobs for liberal arts majors, or you may begin to believe it yourself.

—Do not pay too much attention to labor market forecasts. They do not include imaginative jobs. And because of changing times, the job market is unpredictable. Jobs that are popular now may be obsolete in ten years.

—Never think in terms of any job being final; one job can lead to another.

Among the brochures in the CPPO office is one entitled "Career suggestions for PLU students," which lists many possible careers for every major.

The "Dictionary of Occupational Titles" lists almost every possible job and career, along with information about each job.

Also in the CPPO are a series of notebooks including questionnaires filled out by PLU

grads, telling what jobs they hold, their majors, and sometimes how they found the jobs. Phone numbers are included on some, for those who want to talk to these people about their jobs.

One man who earned his B.A. in political science is now an actor, who says he used his college training "indirectly" with his new career.

A B.A. in education landed one person a job at a folk arts center, where he now works as a program director. He got his first job as a folk singer by auditioning at a coffee house. Then he went on to managing the coffee house, and later to coordinating volunteers and doing P.R. work.

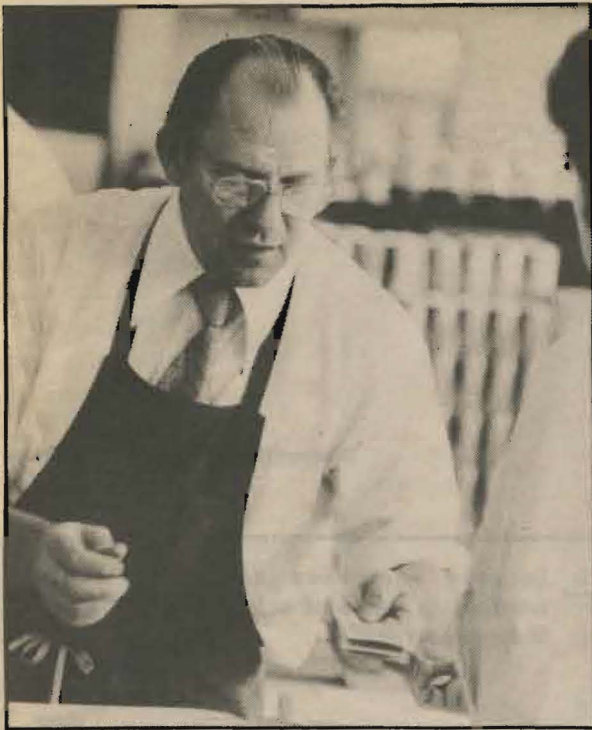
One English graduate of PLU started out writing lines for operas, then worked for a hospital, and now he is a professional poet.

A staff writer for the *Tacoma News Tribune* says he earned his B.A. in biology, but his college training did not help him in his profession. He got the job when PLU was contacted by the *TNT* for summer help. He received on-the-job training.

He wrote, "Journalism is such a tight field that an aspiring journalist almost has to major in journalism to get a job."

Another journalist, however, wrote, "A few quick weeks of training can give you adequate skills, but no amount of a paper's time can give you background knowledge. Take as many courses in as many fields as possible...you have to know a little bit about everything."

Many employers look for knowledge of "a little bit of everything," or as Van Tassel says, "imagination, awareness, and control of language" which can be gotten through a liberal arts major



PLU Marketing

by Jim Jarvie

The PLU degree potentially has a high market value, according to Dick French of Career Planning and Placement Office. French stated, "The school is here to offer its resources, but each individual must take advantage of their resources to get the most out of what PLU has to offer."

Phillip Miner, assistant director of admissions, attributed the high value of the PLU degree to the quality of students that come to PLU. "The average grade point for incoming freshmen is as good or better than any other school in the Northwest."

French acclaimed the quality of faculty as a major ingredient contributing to high market value.

The consensus from administrators and faculty of different departments is that a PLU diploma contributes to the job placement record.

Darcy Berube of the school of business said, "Of those people who applied for jobs, everyone of them had jobs by the end of the summer."

The areas in business with the most jobs available were accounting and finance, then personnel and management (if willing to start low) and finally marketing.

The school of education requires skills in many different areas, giving teachers traits that would be useful in other jobs besides teaching.

Dr. Nokleburg of the school of education maintains that teachers must be accountable, responsible, goal-oriented, organized and able to communicate and listen. Many of these traits she attributed to the liberal arts education.

She said, "A degree in education is good for more than just teachers. All the skills you learn in PLU's school of education can be used to find jobs in other fields."

Dr. Nokleburg added, "85 percent of those people looking for jobs, gained their desired position. 13 percent limited themselves geographically finding no job openings in their area. Only 2 percent did not find jobs, because they were in hard-to-place fields."

The school of physical education has about 35 students and according to Dave Olson, athletic director, 100 percent placement has been obtained for the last five years.

Dr. Olson said, "PLU has a very good PE department, which includes the teaching, therapeutic and recreational aspects of a physical education major. It is equal to or better than any other program in the Northwest."

The School of Fine Arts, which includes the art, music, and communication arts departments has excellent placement, according to divisional heads.

William Becvar of the school of communication arts says, "Of those individuals that are looking for jobs or desire to further

their education, 95 percent are placed. The remaining five percent limit themselves geographically, decreasing their chances for placement."

A unique aspect of the communication arts department is that some individuals find jobs before they graduate. Becvar attributes this to the excellent exposure the PLU student receives in plays or concerts.

Dr. Walter Tomsic, chairman of the school of art says, "Of the students who graduate with a degree in art, 80 percent of those who do not go into teaching emphasize design as their major study."

Tomsic stated, "The liberal arts education is a hindrance to an art major. Arts students should specialize early and think of themselves as art technicians first, and then worry about developing their creativity via the liberal arts education."

The music department places most of its students (except those in music education) in graduate schools or in apprenticeship positions.

Maurice Skones, chairman of the music department attributes the popularity of PLU's music school to the diverse programs and the quality of the faculty and students at PLU.

The division of natural sciences includes biology, chemistry, engineering, mathematics, and earth sciences.

Dr. Herzog, chairman of natural sciences said, "Close contact between students and faculty is what contributes to quality programs, and the liberal arts education gives each natural science student a fuller education." These factors contribute to excellent placement records in all these fields.

Dr. Herzog commended the biology and chemistry departments on their placement of those students who applied to medical school. The national average places one student out of every three into medical school that apply; PLU places two out of every three.

The school of engineering offers both a liberal arts education and the chance to learn at a major research institution, according to

Dr. Heeren, chairman of the departments of physics and engineering.

Engineering students are in a 3-2 program where they spend the first three years at PLU and the next two at either Stanford, U of W, or Columbia. No applicants have been turned down in the last three years in this program.

The division of social sciences offers 25 percent of all credit hours, according to the divisional head Dr. James Halseth.

Our program is becoming well known and is very competitive for its size," says Halseth. He attributes the success of the program to "the excellence and enthusiasm of both faculty and students." Over 90 percent of the students in the social sciences are placed in positions.

Halseth encourages individuals to join the internship programs the school has to offer. Internships give the student a better chance to secure a job when he or she actually graduates."

Overall, Halseth says, "The PLU degree in one of the social sciences will help find one a job of admittance into graduate school, but the diploma will not just be shoved in front of the student, one must take advantage of what the school of social sciences has to offer."

The division of humanities includes many of the courses required to fulfill the liberal arts education.

Dr. Peterson, chairman of the religion department said, "Each field is intrinsic and provides minor programs for those who enjoy the particular topics for personal reasons, or for those who feel another emphasis will be beneficial to their career goals."

Dr. Arbaugh, chairman of the philosophy department indicated, "Philosophy is commonly a supporting field, and used in a double major or minor program, most commonly for pre-law students, theology students, business-related fields, and/or the sciences."

The school of nursing has no records of job placement, and withheld any comments on the market value of a nursing degree.

Look out jobs

by Geri Hoekzema

If there is any "secret" to landing a job after graduation, Anita McEntyre from the PLU Career Planning and Placement Office says it's "getting to be known by the right people."

Establishing contacts in the working world is important, since about 85 percent of all jobs are filled through contacts, says McEntyre. Remaining jobs advertised in want ads or through employment agencies are usually last to be filled because they are low paying or unpleasant, she adds.

The best way to start forming contacts is to call employers and let them know you're interested in working for them. Even if there are no openings, they will keep your name in mind.

James Briggs, Jr., CPPO director at Georgetown University, said in an interview in *U.S. News and World Report*, Feb. 1975, "Today's job seeker has to do what I call creative job-hunting, as opposed to the traditional method of finding a vacancy and submitting applications."

He went on to advise students to avoid merely submitting applications at company personnel offices because most personnel offices do not hire people; they screen them. If a student makes it through the screening process, he is turned over to whoever really does the hiring.

Establishing a personal relationship with the employer can help avoid this process and will open up more job opportunities, he says.

McEntyre advises students to form a network of contacts by asking those they call to spread the word that they are available for work. A student may not land a job at the place he originally called, but other jobs might develop from employers met through these contacts.

Contact the person in the organization who is responsible for the type of work desired. "You do that not as a job applicant, but as someone who shares mutual enthusiasm for what his organization is doing," says Briggs. It also helps to get names of three or four other employers in the same field.

Any previous experience which may set you apart from the rest of the applicants is helpful, says McEntyre. Include any previous volunteer work, jobs, internships, or school organizations that may better qualify you for the job.

Thank-you notes sent after an interview "really impress the employer," says McEntyre. She adds that although students are often advised to do this, only three percent actually ever write thank-you notes, so "you will still stand out from all the other applicants if you do."

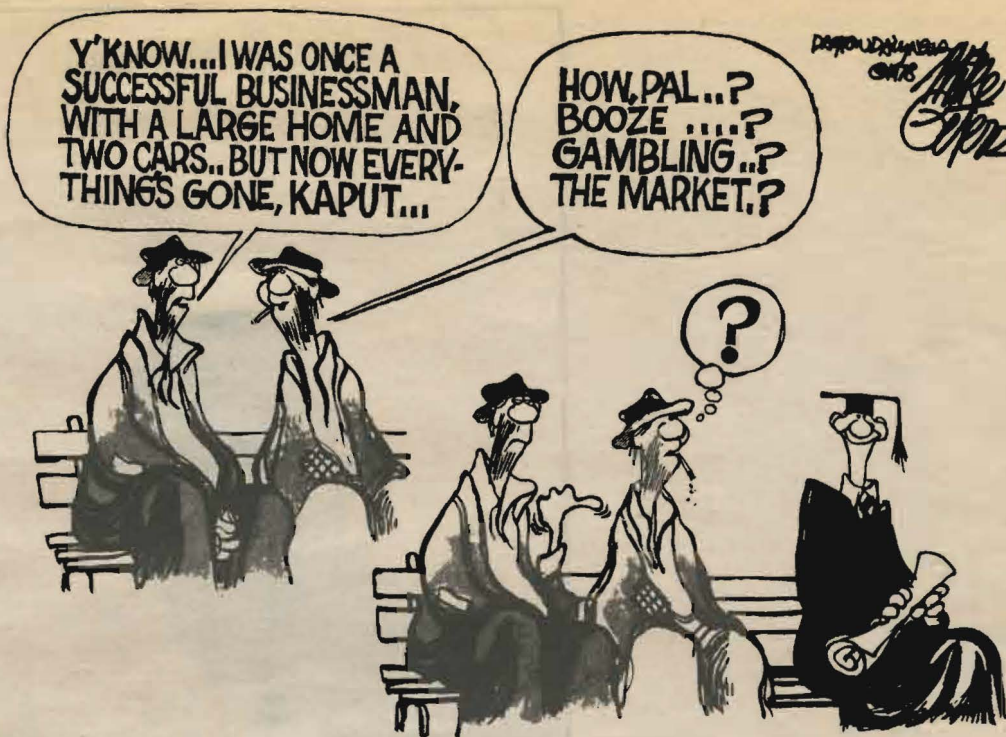
Instead of the usual resume form — a list of the student's education and jobs held, which tend to be dull — Briggs suggests outlining four or five skill and ability areas that are strongest. He also adds that resumes are a poor substitute for personal contact.

Briggs says the best way to go about looking for a job is to first make five assessments:

- 1) skills, abilities and personal qualities,
- 2) what one hopes to accomplish through those assets,
- 3) type of work environment preferred,
- 4) geographical location preferred,
- 5) how much money one hopes to make.

Then research all the organizations that meet these qualifications.

Briggs concludes that a student needs enough knowledge about himself and the career world so that he can define his goals and how he plans to reach them. "This self-knowledge and confidence is often far more important than external economic situations in success with getting a job," he says.



Bookin' 'round the Bay: interns

by Marilyn Fenn

Last June, six students set out to explore the business of book publishing. The purpose of the three month apprenticeship was to gain practical experience relating to students' majors.

Each intern was selected on the basis of course work completed in the "World of the Book", an interim publications course organized by Les Elliot of Harper and Row Publishing House.

Allison Arthur, Mike Frederickson, Leslie Forsberg, Marilyn Fenn and Karen Pierce worked as summer interns in the San Francisco Bay area. Kathy Hoyland interned in Minnesota.

Allison Arthur, a senior in broadcast journalism, worked for Harper and Row Religious Books, a mile from Fisherman's Wharf. Filling in as promotional secretary in the marketing department, she prepared copy for a seminary catalogue; mastered the "tickler system", a book production timetable; and read two manuscripts which were being considered for publication.

"I also helped with a press conference for a book called *Is the Homosexual My Neighbor?* I invited gay movement leaders and religious leaders. The conference was held during San Francisco's Gay Pride Week."

Arthur said, "It was basically a good starting position for publishing. I learned what jobs are possible in publishing and I enjoyed working with publicity-related problems."

Communications arts major Mike Frederickson also worked for Harper and Row, in their College Division West. He spent days on the phone contacting authors and potential book reviewers.

Frederickson also analyzed market research questionnaires, designed to discover how professors choose texts. He learned that the color of the cover, the type of lettering on the jacket and the feel of the paper all affected professors' decisions.

Working in the real world changed Frederickson's perspective: "I discovered how limited my major is. I need to branch out more. I've decided to get a business minor."

Marilyn Fenn worked in Palo Alto, an hour

south of downtown San Francisco. She interned at Typothetae Incorporated, a book composition house.

"We turned raw, type-written manuscripts into finished book form. I spent most of my time 'exotic-xeroxing'."

"I was shifted around to the various departments at the end of the summer, working as a lay-out artist, production coordinator, and proofreader. The boss said I could have my pick after graduation . . . I'm considering it."

Leslie Forsberg worked as a typesetter at another composition house in Concord. She composed college textbooks on a computer keyboard. She, too, was offered a permanent position.

Leslie averaged 10 hours a day on the keys. "What I liked most were the weekends spent in the city."

Karen Pierce worked for Addison-Wesley Publishing in Menlo Park, near Stanford University.

Kathy Hoyland, a business and English major, interned with Augsburg Publishing in Minneapolis, Minnesota. As an editorial assistant, Kathy was put in complete charge of 15 Lutheran education books, most of which were intended for use in Sunday schools and adult Bible studies. She worked on the introductory material in the new Lutheran hymnal.

Kathy said, "Augsburg is very willing to let their interns learn administrative channels and to take on responsibilities. I felt valuable to them."

The company wants Kathy back when she graduates.

The biggest problem the students encountered was finding housing in unfamiliar cities. Yet despite the problems, each intern found himself to be a more confident, independent individual.

People interested in summer or semester internships should contact departments and talk to professors. With their help, independent studies can be fashioned into "real world" experiences.

It's practical experience that makes a marketable person, and an internship can be an entree into a career. If nothing else you will find out what you do not want to do.

Donut maker finds vocation

Gramps recalled from retirement

by Allison Arthur

Gramps has spent over half a century in the donut business and is rather proud of one achievement—he has never eaten at Winchell's.

The line-up of donut shops he has been affiliated with includes Kacky Pal's in Cheryville, Kansas, Barbara Ann's Bakery in Los Angeles and the Nifty Donut Shop in Fremont, California. But never a Winchell's for Gramps, now 72, who was the chief donut maker at Spanaway Donuts for the last seven years, before retiring several months ago.

Retirement isn't really a word for Gramps—although he insists he has been retired for the past 10 years. But then he adds, "I keep coming back to break someone in." For seven years Gramps helped his son Arthur, who owned Spanaway Donuts.

No doubt he will extend retirement for another seven years. He collects social security while earning the maximum amount possible -- \$3200 a year. For \$3200 a year, Gramps would spend between 8 and 12 hours each "day" making donuts. His day began at 8 p.m. and, depending on the number of orders, his day ended at 5 or 6 in the morning. (When calculated, his hourly wage averages to around \$1.50)

That, however, is probably a higher wage than when he started in 1926 for the Warner Brother City Bakery in Kansas. April 9 was the first day Leroy Weldon entered a bakery as an employee; he was 20.

Since then Gramps has started six donut shops and worked in various bakeries from Kansas to California. "Every where you go," Gramps explains, "people have different names for the same thing . . . a maple bar is a long john or something else . . . every where



something different." Not only names, but people, change. Leroy, for example, has gained 52 years.

But for a long time now "Gramps" has been embroidered in red on the pocket of his white baker's uniform. His claim to the title goes without question — especially after 50 grandchildren. Even though Gramps maintained, "I stopped counting fter I hit three dozen," each grand or great grandchild can be accounted for. (He also claimed his memory is failing.)

Judy Phillips, a part time helper and long time friend, grabbed a napkin and pen — the count began. Each name was quickly recalled. Over 17 names were jotted down — Judy had to stop Gramps to keep up. Finally he settled on 31 grand children and 19 great grandchildren. Of course there are one or two more "on the road" that shouldn't be forgotten. How does Gramps explain such a large family? It's simple. "Everyone stayed home."

Actually home for Gramps is the donut business, formerly located in a remodeled gas station on Pacific Avenue.

About the profesion — there are a few pet peeves. "A donut is a donut. And a donut has to have a hole in it," Gramps will protest. "Anything else comes from the Danish family. A bismark is supposed to be filled with apricot. And a filled maple bar is not an éclair." It just isn't.

Gramps should know.

At the rate of 150 dozen donuts each night, Gramps has made well over three million donuts in the past seven years. All this practice does not mean that Gramps, "Bionic Fingers" never flubs a batch or two of donuts. (He acquired the second nickname because he can handle donuts that have been freshly dunked in a kettle that contains 125 pounds of hot grease.)

Once he substituted creme of tartar for baking soda. The result, Gramps guaranteed, was immediately removed to a garbage can. And "once in a whil you put in the wrong kind of flour," he admitted.

Success is sweeter. And also more frequent for this veteran. Out of 76 kinds of donuts that are possible, Gramps can make around 30 varieties. The display case offered twists, knots, horse collars (that are next to tiger tails), jelly buns, buttermilk, tarts, plain

and glazed and sugar-coated raised, cake, applesauce and blueberry. Where to stop? (His best-seller is the glazed raised donut.)

One character extremely familiar with the variety at Spanaway Donuts was Suzy. Suzy was a steady customer . . . but she never paid. Usually she could be found begging and wagging her tail for a morsel of donut. But it's appropriate since Suzy is an overweight hound who frequently would visit the shop six or seven times a day.

Gramps joked about Suzy saying, "Susy's owners almost sued the city for making the sidewalk too close to her belly," or, "that dog owes me thousands." But he probably never tried to collect from Suzy or her owners.

Giving is more in keeping with his character.

Aside from an occasional free donut, he gives time to his church and friends. For the past year, Gramps has watched over property at 176th and 36th Ave. where the new Spanaway Assembly of God was being built. He also brings fruit and vegetables back from Yakima to his friends. But it is Judy who provided this information and shook a finger at Gramps for not including it. Gramps remains quiet.

Yet, if the conversation is directed to his one other occupation, quiet he is not. During the 40's he worked for two years in an Ordnance Plant in Kansas — a place where bombs not donuts are made. Gramps still has the heavy equipment driver's permit — though it is in four pieces. When he pulled it out of his wallet, flour spilled on the table. The flour was ignored temporarily.

Soon his attention focuses on the bowl of dough that has been sitting on the counter . . . neglected. And it is obvious that the conut business has been his calling. For a good three dozen years . . . or more.