

HAVE YOU HEARD ABOUT THE Q-CLUB?

For years, many friends and patrons of Pacific Lutheran University generously devoted time, talent and resources to PLU for little more than a thank you and the personal satisfaction of having made a commitment to a program of quality higher education in a Christian context.

A desire to honor and recognize those people who give unrestricted gifts to the University led to the organization of the Q-Club in 1972. The rapidly growing club quickly became an integral part of the PLU development program.

Members of the Q-Club have become good will ambassadors for the University, helping to create a better understanding of PLU, its program and goals, and enlisting others in support of the University,

Because the need for support of Christian higher education is increasingly recognized, membership in the Q-Club has grown more rapidly than originally anticipated. Goals of 100 members and 200 members during the first two years were exceeded; in the first five months of 1974 the membership has passed 275.

Dr. L. E. Skirmer of Lacey, Wash.,

1973-74 Q-Club president, explained the reason for the enthusiasm of the Q-Clubbers.

"We're aware of the increasing need for funds on the part not only of PLU but of all private institutions of higher learning. At PLU it costs \$450 more each year to educate a student than he pays in tuition. Where is this additional money to come from? Chiefly from gifts. This is essential to maintain the quality (hence Q-Club) of the educational effort at PLU.

"Any gift that will assist the operating budget of the University is most helpful, and this is the reason for the existence of the Q-Club. Our goal is to contribute \$100,000 to the University this year."

Q-Clubbers keep in close touch with the campus through personal visits, correspondence, university publications, a series of informal club luncheons and an annual Q-Club banquet. Members also receive PLU athletic passes and in some cases passes to other types of university events.

An individual or groups, whether they be parents, alumni or friends, can obtain membership in the Q-Club and play a vital role in the ongoing program of PLU by pledging \$20 or more per month to the

University, Unrestricted gifts are encouraged; however, gifts may be designated for scholarships, books, or to a favorite academic department or project. The Q-Club does not include capital gifts. (An alumni Q-Club gift is also credited to the annual alumni fund drive.)

Dr. Skinner or David Berntsen, director of special giving programs at PLU, are most interested in providing specific details to prospective members. Call or write to them % the Office of Development Development, PLU.



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A Chapel Address

By Eugene Weigman

It has been said that the essence of an answer is the wording of the question. In the duties of the office of a president I have learned to appreciate this saying for I am confronted daily with questions. Questions come in all sizes and shapes, but generally asked for one purpose—a favorable response. The wording of a question by a requester has intrigued me. There are questions that if answered permit but one response—a simple yes or a simple no. There are questions that allow for the negotiation of an answer. And finally, there are questions that a Solomon in all his wisdom could not answer, for in fact one cannot even understand the question.

As I said, I have been intrigued by the wording of questions and also interested to know the thoughts of the framer of the question once the answer is given.

Through experiences from where I sit, one can almost tell the emotional state of the questioner by their unusual behavior. I have seen students drop pencils and books; young ladies, when seated, pull continually on the hem of their skirts until I fully expected the terrible sound of tearing material; grown men light the wrong end of a cigarette, not once but twice; professors remove glasses and blow imaginary gremlins from the lenses, only to put the clean spectacles away. Once the question is answered I have seen the requester walk from the office so relieved that possessions are left behind. I have a collection of pipes in my office; faculty are invited to come and seek their pipes from among the lost.

To what is all of this leading? It is this: I wish to explore with you today a question that is as old as the recorded history of man and yet as new as this day itself. It is a question about which I have thought a great deal. Found in the

third chapter of Genesis, verses 8-10, it is the second recorded question in the Holy Scripture. It reads as follows:

And Adam heard the voice of the Lord God walking in the garden in the cool of the day, and Adam and his wife hid themselves from the presence of the Lord God amongst the trees of the garden.

And the Lord God called unto Adam and said unto him, Adam where art thou?

And he said, I heard thy voice in the garden, and I was afraid, because I was naked; and I hid myself.

Adam, where art thou? A simple, direct question asked by God. But Adam, as do all men, found it difficult to answer the question with a simple direct answer. Adam's evasive reply was just an excuse, a stalling for time and a hope that God wouldn't pursue the question. Finally, after several callings by God, Adam anwered, "I heard thy voice in the garden, and I was afraid, because I was naked and I hid myself."

What a sorrowful answer to give God. "I hid myself." Of course he did. Why would God go around calling, *Adam, where art thou?* if Adam wasn't hiding? The answer didn't wash with God, for he continued to press Adam with questions, "Who told you, Adam, that you are naked? Have you eaten of the tree, wherefore I commanded thee that thou shalt not eat?" And on it goes; one question, one excuse; another question, another excuse, until finally it culminated in the tragic curse on man that ended his paradise on earth.

Long after the fall, God's haunting question must have come back to Adam again and again as he sat in the cool of the evening after a day of toil and struggle. *Adam, where art thou?*

And it is the same question put by God to all mankind. It's a question that is asked now and here, and one way or another all of us are called upon to answer.

Adam, where art thou? This simple question has elicited a thousand answers. And yet, not one of the responses of all the Adams who have ever lived is an answer. Excuses and apologies, yes—but no answer. Until the last breath is drawn on this earth, man alone will not yet answer the question.

As a child, when hearing the story of God's confrontation with Adam and Eve, I was tempted more than once to ask my mother and my teachers a few questions about God's peculiar action in this matter. Was God, I wondered, playing games

with Adam? First, I had been taught that God is omniscient; that he knows all things. Second, he certainly knew where Adam was hiding, and thirdly, he must have known already why Adam was hiding. When I was a child, I thought maybe God was playing with Adam a kind of grown-up game of hide and seek, for I thought, "Wasn't it rather foolish for God to go around calling out for Adam in a garden not large in size in which only two people lived? Why shouldn't God just sit and wait for Adam and his wife to return to their favorite place of abode in Paradise?" It seemed to me God was a trifle bit impatient.

Later, I was to learn the meaning and truth of this story. God knew where Adam was and He knew why he was hiding. And the further truth is this: while God walked in the garden calling for Adam, He was already preparing a way to mend the breach between Adam and Himself. God knew what had to be done and He knew who would do it.

His son, our Lord Jesus, would come to this earth to live and to die like all Adams in order that He would experience the joys and sorrows of Adam. Unlike all other Adams, He would not be defeated by death, but on the dawn of the first Sunday, would rise triumphant from the grave, full of grace and mercy. And in so doing would remove once and for all the deadly sting from God's question to Adam. All this God knew would need to be accomplished as He looked for Adam so many eons ago.

But the question of questions that has to be asked is why did God go looking for the wayward Adam? It is this: God could not bear to be separated from His creation. He loved Adam and Eve with a compassion that knew no limits and He wanted them to be with Him.

The new-the redeemed-Adam has the answer to God's question: Where art thou?

"Lord, thou knowest where I am."

That is the answer, nothing more or less. It's an answer born out of an understanding of an unbreakable bond between man and God. Nothing—absolutely nothing—can separate God from those who love Him and call Him Father.

When in the cool of the evening God comes to you and gently asks, "Where are you?", just say, "Lord, thou knowest where I am." "I know," He will say, "just thought I would ask,"

Yea, Lord, keep asking and I'll just keep answering.

President and Mrs. Eugene Wiegman and family clockwise from left: Gretchen, Mark, Rose, Jeanine, Kate and Matthew.







Planning Tomorrow:

A PLAN FOR THE FUTURE

Mankind eternally looks to the future. There is a nostalgia for the past and a striving to improve the present. But when man dreams, he dreams of the future.

Three years ago Pacific Lutheran University was looking ahead to the challenge of the 1970's. It was at that time that PLU President Eugene Wiegman offered two intitatives that would provide direction for the University in the years ahead.

There were two paramount concerns, One reflected the need to maintain and build the academic quality of the institution. The second involved efforts to insure the financial stability of the University.

In pursuit of the first goal, Dr. Wiegman called for the organization of the Committee on Academic Excellence. The commission, (cont. on page 8)

WHAT DO STUDENTS THINK ABOUT PLU?

What do students think about Pacific Lutheran University? What do they think about themselves? What are their aspirations, and to what extent is PLU helping them fulfill those aspirations?

Answers to these questions are at the heart of efforts being made to wisely anticipate and plan for the future at PLU.

Earlier this year Harvey Neufeld, executive director of the PLU Collegium, requested the assistance of the Associated Students of PLU and the Student Life Office in conducting a student opinion survey designed to help answer some of these questions. The questionnaire and the random sampling method was developed over a period of several months by a committee of students and Student Life staff members.

(cont. on page 9)

(from page 7) working diligently over the next two years, provided a statement of philosophy and objectives as well as specific recommendations for the development of the University in the years ahead.

Its effort was the first in a series of institutional and departmental self-studies which are still underway, a continuing exploration of the need for new dimensions in a rapidly changing society.

Each academic unit is now considering the need and character of its function for the years ahead. In some instances the appraisals may reaffirm existing values and prevailing programs. In others they will lead to a substantial reconsideration of program and perhaps even influence the direction of higher education elsewhere. The sum of these studies will help shape the future policies and options at Pacific Lutheran University.

Pacific Lutheran University needs, and is seeking, the help of the leadership of a concerned and interested citizenry in reviewing such questions at this time of obvious importance. Our nation is in a decade that is witnessing vast historical changes in our society, our economy, our political structure as well as in our methods of education. What is needed is a new alignment of existing ideas, people and resources. To that end, Pacific Lutheran University has created a Board of Colleagues known as *The Collegium*.

The Collegium

The Collegium represents a commitment to a theory and practice of cooperative responsibility and citizen participation in the affairs of the University.

The Collegium will assist in the planning and realization of a significant and timely ten-year educational program. A careful evaluation of the

national and local environment likely to prevail through the 70's is being prepared and will precede a detailed projection of the program for each area of the University.

From this planning a clearly projected ten-year program of growth in the quality of the University's teaching, research and service is expected to emerge. It will reflect a responsible University in today's world

Thus a deliberate effort is being made to meet the challenges of the decade to assure that Pacific Lutheran University will continue to grow in excellence and in service.

The Colleagues

The Colleagues of Pacific Lutheran University will form The Collegium. These Colleagues will include alumni, faculty, parents and other distinguished persons who are recognized leaders. They are people who have accepted membership in The Collegium and have agreed to help the Board of Regents, the faculty and the administration to define and **achieve** the aspirations for the future.

They are a group who have joined in a common purpose. They affirm the kind of leadership and contributions that only an independent, private, church-related university can offer.

The Colleagues fulfill their mission by making available to Pacific Lutheran University the benefits of their experience and their influence in both an advisory and an active capacity. They become identified with the prestige of the University. They represent the University in their respective professions and communities. Through these multiple functions a catalyst is created to encourage a change in some of the attitudes toward and

procedures in higher education. The result will enable the institution to serve more adequately the demands created by a changing society — demands of new priorities with which the University must reckon.

Thus the purpose of The Collegium is to give the University the viability necessary for it to make its rightful contributions to its sponsors and to the society it serves.

Endowment

The second major goal outlined three years ago was the need for a major campaign to build the endowment fund of the University, thus helping to insure financial stability.

This campaign is one of the major responsibilities of The Collegium. It will invite friends of PLU to help insure the future by contributing to a greatly increased endowment. In a world where quality is badly needed, this endowment will provide the basis for the continuence of the educational quality to which PLU has long been committed.

The endowment fund provides a permanent source of income derived from earnings on the cash value of the fund. Because only the earnings are spent, the fund is never depleted and eventually returns many times the value of the original gift.

The Collegium is designed to be a long-range, permanent program. Each Colleague becomes involved in the affairs of the University and himself nominates other potential Colleagues, thus assuring the future growth of the program.

A continued and enlarging circle of concerned citizenry interested in the growth of a greater PLU will be the result

(from page 7)

Analysis of the study resulted in several general conclusions concerning PLU, its impact, and its role in shaping the lives of its students.

They are:

- (1) Students feel good about PLU.
- (2) The academic program is well respected, and is a primary reason why students continue to enroll.
- (3) The faculty is well respected and the quality of instruction is considered high.
- (4) Maintaining the Lutheran identity of the school is very important to students, as is spiritual growth and the emphasis on Christian commitment in recruiting.
- (5) Non-classroom learning experiences are very important and should be further developed and emphasized.
- (6) Concerns regarding personal identity and relationships with other people are very important to students and make up a major purpose for their attendance at PLU.
- (7) Preparing for a career is very important to students and needs to be recognized and dealt with by the university in a manner consistent with a liberal arts emphasis.

Students feel good about PLU. While this is a brief, general statement, it effectively summarizes conclusions based on a number of survey results. The conclusions reflect such questionaire catagories as "concern for me as an individual," "closeness of relationships with others," relationships with "faculty," and "students," and "social life."

The categories were listed under "reasons for attending" or "reasons for staying at PLU."

"Concern for the individual" ranked fifth (39%) among 23 reasons why students enroll at PLU. The

category increased in importance, to 49%, as a reason for staying at the university.

"Close personal relationships" received a 23% rating as a reason for enrollment, but jumped to 45% as a reason for staying. The same pattern held true with respect to faculty (reason for enrollment, 22%, reason for staying, 36%) other students (a jump from 16% to 36%), and social life (4% to 11%).

Freshman Erma Hennessey expressed it this way, "At first I was worried about making new friends and adjusting to a different life style. But everyone at PLU was so friendly and helpful, I couldn't help but feel relaxed and at ease. The people are just great!"

Freshman Rodney Rogers added, "...but I guess that my strongest reason is the fact that there is a real sense of closeness to other people here...a feeling of belonging."

The academic program is well respected and is a primary reason why students continue to enroll. Three of the top four categories, compiled on the basis of relative importance to students, dealt with academic concerns. The highest rating among all 23 categories under "reasons for enrollment" was given to academic reputation (58%). An indication that the reputation is justified in the minds of the students is the fact that the same category remained at the top of the list of "reasons for staying" (57%).

This survey was distributed to approximately 10% of the student body, 340 students, and was analyzed on the basis of more than 200 responses. In some categories it was possible to compare answers with those from a similar survey conducted three years ago.

The comparison indicated that PLU's academic

reputation is growing (1970 - 48%, 1973 - 58%).

On the current survey, the PLU academic program ranked third (50%) as an important reason for both enrollment and staying at the university. Among freshmen, the figure was 45%, but had climbed to 55% among seniors, and was ranked highest by graduate students (75%).

The most dramatic increases between 1970 and 1973 were in the areas of specialized programs (nursing, business administration, education, etc.) and special interests (music, drama, athletics, etc.).

Between 1970 and 1973, specialized programs rose from 17% (ninth among 16 categories) to 40% (4th among 23 categories). The importance of specialized programs as a retention factor continues at a high level, with a 45% rating.

The special interest category climbed in level of importance from 16% (10th among 16 categories) to 35% (6th among 23 categories) between 1970 and 1973.

The faculty is well respected and the quality of education is considered high. Two specific questionnaire categories dealt with "quality of instruction" and rating of faculty. Responses in both categories were nearly identical, and showed that more than 85% rated the faculty and instructional program either excellent (35%) or acceptable 50%). Only six per cent rated them unacceptable.

Reputation of or respect for the faculty was also a specific factor in enrollment and retention, in addition to general academic reputation. Approximately one-fourth of the students considered faculty a factor in their enrollment and the rating was 36% as a reason for staying at the university. If secondary reasons for enrollment and retention are





taken into account, the importance of the role of the faculty increases during the student's career from 53% to 73%.

A senior, Serni Solidarios, offered an explanation: "PLU is a perfect example of a university where you can actually still find faculty and students genuinely interested in what you are doing. No matter what class, its nice to know that if you are stuck on something, your prof is just a phone call or walk-to-his-home away. "Its almost like the good old days that you hear about, but never see!"

Maintaining the Lutheran identity of the school is very important to students as is spiritual growth and the emphasis on Christian commitment in recruitment. Nearly 50% of the students responding to the survey thought religious life on campus was a factor in their selection of PLU as a place to attend college, and 22% listed it as a primary reason. In addition, 48% considered religious life a factor in their staying at PLU.

Spiritual growth was listed by 72% of the students as "important" or "very important". Asked about emphasis on religious life activities, 71% were satisfied with current opportunities, 21% thought there could be more, only 8% thought there should be less.

Seventy-two per cent agreed that PLU should retain its Lutheran identity while only 13% disagreed.

A Christian commitment as a factor in staff selection was important to 68% of the students, with 50% of that group feeling it needed even more emphasis.

Educational goals in the realm of religious life ranked 5th, 6th, and 7th, among 16 goals catagories on a weighted point scale.

Non-classroom learning experiences are very important and should be further developed and emphasized. The educational aspects of out-of-class life are a major part of the total student development for most students. More than 80% indicated that non-classroom experiences made up a significant portion of their education. Seventy-five per cent or more felt that programs should be further developed in the area of self-awareness, work experience and non-classroom experience for credit.

The students were nearly unanimous (over 95%) in their desire for more independent, special, foreign and interdisciplinary study.

Concerns regarding personal identity and relationships with other people are very important and make up a major purpose for their attendence at PLU. Many of the goals listed as important in a college education related directly to personal identity and relationships.

"Preparation to live a full life" and "intellectual gorwth" were the outstanding personal goals, and of 15 goals identified, 10 were subjective in nature.

Also considered very important were "preparing to be a better person," "to grow spiritually," "prepare to serve mankind" and "be exposed to ideas."

Developing a philosophy of life and making friends were also among important personal goals.

The categories observed earlier regarding the importance of "concern for the individual" and "close personal relationships" contributed to this conclusion.

More than 80% of the students also agreed that opportunities should be available, which would include self-awareness experiences to "help me





develop my personal identity." Only five per cent disagreed.

Students seem to appreciate the availability of university counseling services, including pastoral counseling (95%), as an aid in the development of their personal identity. They are also enthusiastic about opportunities to broaden their outlook through activity offerings of a cultural, intellectual or recreational nature. More than 90% requested an equal number or more of these types of offerings.

Preparation for a career is very important and needs to be recognized and dealt with by the University in a manner consistent with the liberal arts emphasis. As indicated so far by the survey, students enroll at PLU for many reasons. In their freshman year, their goals are quite broad; their primary goal is to "prepare themselves to live a full life." They are also highly concerned about "growing spiritually" and "preparing themselves to be better persons."

These goals continue to be important throughout their college careers, but by the sophomore year, the primary goal has become "preparation for a career," and it remains the primary goal through to their senior year. "Obtaining a degree," a goal well down the list in the freshman year, also becomes of increasing importance as the college career progresses.

A vital interest in the liberal arts emphasis was apparent. Ninety-two per cent of the respondents believed that the liberal arts emphasis at present is appropriate. More than 20% thought there should be even greater emphasis and 71% felt it should remain the same. In addition, a number of the most important goals sought by the students were those closely related to liberal arts programs. They included "intellectual growth," "preparing to live a full life," "to be a better person" and "be exposed

to ideas."

Finally, PLU is indeed fortunate to be located in a most desirable geographical region. "Location" rated second among reasons for enrollment as well as retention, and the percentages, all around 50%, were true for all four classes.

Judy Williams, a senior majoring in education, summed up a number of the elements borne out in the survey when she said, "PLU was my choice because of its size, location and character having few, if any, distractions for me. I entered college with one main goal in mind: to get a good education. I knew I couldn't go wrong with this choice.

"Even though these three years have been a struggle, I didn't have to face them alone. I discovered that PLU has the quality, unlike many universities, of being personalized."

"There are people at PLU who care!"

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"There are people at PLU who care!"











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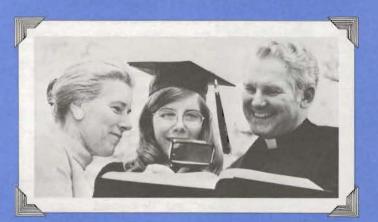
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A Father Remembers

By Ross Hidy

College had seemed far away the night of Carol's high school graduation. But the summer days of planning, sewing, shopping and giving guitar lessons passed quickly. We found ourselves parking in front of Harstad Hall, and an excited freshman was moving away from home. . to start at PLU. Way up to the top of Harstad Hall we carried her possessions. . clothes, records, books, guitar, record player, typewriter, desk supplies, and, of course, a hair dryer. I passed a hundred Dads making the same trips. . . carrying clothes, records and every one a hair dryer. I did wonder what would happen if

each gal plugged in her hair dryer at the same time...every circuit would go!

We met her roommate and her parents, said our "Good-byes." A new chapter had begun.

And what a chapter. Her experiences unfolded in letters and cards and on visits home to see the orthodontist. We looked forward to those monthly appointments and the chance to hear her talk of classes and professors and chapel. "Dad, you just have to come and hear that organist open up and that chapel singing! It's great!"

Thanksgiving or Christmas meant having a friend home with us who lived too far away to be with her family...and a succession of names became warm friends and soon like part of our family.

As the year rolled past we learned of campus customs and traditions, ... some fine, some silly, some stupid - "That just has to go...we're working on it"...Anxiety about tests and grades, then pleasant surprises at final reports...a new singing group she was in...'didn't make Choir'...an excited phone call one night..."Guess what! I placed second in the Annual Oratory contest! Wow!" Enthusiasm she never lacked...for classes, certain profs...Then the first year was over...and down we drove to load the car and bring back even more things, and a more mature Carol with her guitar. Summer was spent reading, relaxing, phoning or writing, teaching guitar students, a delightful family vacation to the Canadian mountains...and suddenly we were "back at Harstad"...up the steps with clothes and books and records, record player, and it's reunion, this time with old friends, , quite different from a frightened freshman. . . well, maybe not frightened—but a bit apprehensive, at least,

Sharing Burdens

Sophomore year had one traumatic experience, Asked to serve as dorm counselor, Carol found herself identifying too closely, listening too carefully, sharing the burdens and problems of the students on her wing. It was hard, then rough, and finally she broke down and cried and cried. We had a good talk. We encouraged her to give it up and then be able to relax and do her studies and enjoy her classes. She agreed, and it wasn't long until she bounced back and found herself enjoying the classes and papers and examinations and events on campus.

She became active in the campus congregation, got

involved in some campus concerns...like dormitory visitation. We talked about that at home. It wasn't what we had known or thought wise. We shared our feelings and she shared hers. "The trouble is you talk like my room is mainly my bedroom...and to me and to us students its our living room, our study room, and for us its natural to have friends in to talk and chat." Strange to say, we began to see it her way and could understand her feeling and her attitude. We weren't bothered when the change came. It probably made sense.

Her classes were challenging, "You just can't believe the personal interest the profs take in the students. I can't believe it! I can even get time with our department head to talk over a lecture. I magine that at a large university, I am glad I came to PLU."

Her visits home were good times. She was singing with a fellow named Dean. Folk songs. . . and they enjoyed it.

Another phone call..."Guess what! Tonight at the Oratory Contest I won first...and twenty-five dollars! How about that?"..."Well, its great... we're proud of you...always knew you could talk!"

Summer of Song

Then an idea of singing in the summer with Dean was suggested to the Alumni Office. Dean and Carol thought they might go on tour, visit meetings or alums, sing at youth groups, show slides of the campus, talk about the campus life. We said it sounded interesting, to go ahead and try. They did...very vigorously...and finally successfully. And when classes were over, off they went to visit congregations, stay with alumni, sing for youth groups, put thousands of miles on their car, sing dozens and dozens of concerts, and like a proud Dad I began to get cards or notes from pastor-

- 1) Carol, Dean and Guitar
- 2) Carol, Theodore O. H. Karl, All-School Oratory Contest victory three years ago.
- 3) Dr. Richard Jungkuntz, Carol, All-Schoel Oratory Contest victory two years ago.
- 4) Carol becomes Dean's bride.
- 5) Carol receives word of Danforth Foundation Scholarship.
- 6) Carol accepts degree from President Eugene Wiegman.
- 7) Carol, Rev. and Mrs. Ross Hidy following graduation in May.



Rev. Ross Hidy is pastor of Holy Trinity Lutheran Church in Mercer Island, Wash. He is a graduate of Temple University and Lutheran Theological Seminary, both in Philadelphia, Pa.

friends, "We had Carol and Dean with us and they were great!" We beamed...but were glad when they had a breather and we could take a few days off for a family vacation. Before long the junior year began.

That was a good year. Her roommate was a friend she liked. Her classes were interesting and her English major had shaped up well. Cards and letters were less frequent but the phone would ring with special news and she visited home often. She did some visitation at a mental hospital with a team from the campus congregation. found it a challenge and a bit difficult. . .but saw it through ...some of her good friends transfered out to other schools and she missed them. We met new friends on holidays. She was interested in trying for editor of the Mooring Mast. but that didn't work out... Most things seemed to though. Grades were excellent, her attitude was fine. She continued to work to change a few things that had had disturbed her...like some of the frosh hazing, And, apparently, she won her point, working with some others who felt as she did

Arizona in August

She admired and appreciated Chaplain Lathrop and the student congregation...worked on some committees, liked their communion services...the openness and sincerity of the group...she and Dean continued to sing together...for campus meetings, visitation days, luncheons, dinners. And they agreed summer traveling and singing was fun and should be repeated! After a good deal of talking and planning they got the green light for a second year. And started to plan an itinerary..."We want to go down to California and Arizona the end of July or early August!" "What...Arizona in August"..."Why not? Our car is air-conditioned!"

"Wait a minute," and I dialed Pastor Don Wagner of San Francisco who had spent five years in Phoenix. "Hi, Don, this is Ross...Carol and Dean are thinking of scheduling a visit to Arizona to sing there in August...would you talk to her?"..."Sure, glad to...Carol...Don't go to Arizona in August...it's hot as hell!" (So they did enjoy Arizona in June...when it was only 116°). That Junior year another phone call. "Guess what? I won again—the Oratory Contest! Isn't that great?" Of course...and so were a good many things in her Junior year. Which was ended with Carol, Dean and Guitar heading for a second summer of singing.

The senior year began with a few extra opportunities. Teaching in the Learning Skills Center, doing some work as a teaching assistant, taking some special work in research, enjoying a little cottage off campus with her roommate. And looking ahead to June and graduation. .then marriage! For apparently the guitar had gotten along well with Carol and Dean and they started to think of a wedding date after graduation.

But in December they had a better idea...possibly being married in January, at the end of the interim, when friends could be with them.

A Joyous Celebration

Four parents approved...so December and January became frantic with a wedding gown being designed and made by a college friend...Suddenly it was January 26th and friends and family from PLU and San Francisco were all together for the wedding with Chaplain Lathrop, Pastor Weaver of Dean's congregation in Seattle and myself sharing in the wedding service, with PLU's David Dahl playing for a joyous celebration of the Holy Communion. Carol and Dean brought forward the bread (which she

made) and wine...and there was praise and gladness like Cana's wedding day. We enjoyed a lovely reception, cake and folk dancing. And Dean and Carol went back for their last semester living in the little cottage by the campus. (Mother carne out of her room looking stunned. "She *must* be in love—she left her guitar.")

A week later Carol was interviewed as a candidate for a Danforth Fellowship for graduate study. The interview went well and they were excited. It would provide for four years of graduate study toward a Ph.D. and also funds for the spouse to study too! After some weeks of waiting the letter finally came. Dean was at home, he held the envelope up to the light and read, "We are happy..." He rushed over to the gym where Carol had a class and she eagerly read the good news. She was a "Danforth Fellow!" They were jubilant, and fellow students, faculty and family shared their joy. A lovely climax to a superb senior year.

Life's Precious Chapters

Like most Dads with their daughters I'm typically sentimental. We know how much of their guidance has been quietly given by their Mothers, with a small assist once in a while by Dad. And we know down deep that our joy in their achievements, their growing up, their maturing, can't be put into words.

These four years have sped by at an amazing pace. I give thanks—and we give thanks—that she has grown as we had wished and prayed these years at Pacific Lutheran University. We joined the parents at Commencement singing with difficulty the closing hymn, swallowing the lump that rises from that strange combination of pride and joy, of happiness, realizing that one of life's very precious chapters has come to an end for a very special girl...our daughter, Carol.

NATION'S FIRST PRISON GRADS EARN PLU DEGREES

Five inmates at McNeil Island Penetentiary near Tacoma received bachelor of arts degrees from Pacific Lutheran University at the nation's first prison commencement ceremony May 30.

The graduates are also the first prison inmates in the nation to have completed all requirements for a bachelor's degree while behind prison walls.

Associate of arts degrees, high school diplomas and vocational awards were also presented at the ceremony to more than 100 men.

The ceremonies culminated seven years of effort on the part of the McNeil students and PLU professors. Since 1968 professors from PLU have made weekly trips to the island penitentiary to teach a variety of classes which included offerings in religion, sociology, psychology, economics, communication arts, foreign languages, English, philosophy, business administration, social welfare and anthropology. The graduates received their degrees in sociology.

Until 1971 only religion courses were offered as the result of a cooperative effort between the PLU religion department and



President Eugene Wiegman with McNeil Island PLU graduates

McNeil Chaplain Larry Mathre. In 1972 McNeil's new education director Joe Palmquist negotiated with PLU for a complete bachelor's degree program. During the past two years PLU has provided five courses a semester at the penitentiary.

At the commencement ceremony, McNeil warden W. H. Rauch observed, "We're living in an era of boundless pessimism. Yet I see events that make me optimistic. The simple fact that we're here this evening, not as keepers and kept but as friends with respect for one another is such an event."

PLU President Eugene Wiegman, addressing the graduates, said, "Let the cynics come to McNeil and see what is being done here. You have earned this proud day and you have earned our respect."

The ceremony was actually the second "graduation" for the five PLU graduates. In another first, miles of red tape and a great deal of apprehension was overcome to allow the PLU graduates to leave the island to attend May 26 graduation ceremonies on the PLU campus.

University Notebook



Dr. Jungkuntz

JUNGKUNTZ APPOINTED PLU ACTING PRESIDENT

Dr. Richard Jungkuntz, Pacific Lutheran University provost for the past four years, has been appointed acting president at PLU effective August 1.

The new acting president will fulfill the obligations of university president during the absence of PLU President Eugene Wiegman, who begins a year of presidential leave August 1.

Dr. Jungkuntz accepted the appointment with gratitude to the Board of Regents for the confidence the appointment reflected. "We have a partnership going of which I've been proud to be a part," he told members of the board and the faculty. "I count

on your continued cooperation and criticism, and the joy God gives us in our endeavors,"

Since his appointment as university provost in 1970, Dr. Jungkuntz has served as chief academic officer of the University. He has also served as chief executive of the University in the absence of the president, during which time his duties have been to continue the institution's educational, ecclesiastical, business and general university relationships.

He is a member of the council of Lutheran Family and Child Services of Seattle and a member of the Commission on Faith and Order, World Council of Churches. He also serves on the American Association for Higher Education, American Conference of Academic Deans, Society of Biblical Literature, Lutheran Academy of Scholarship, and Lutheran Society for Worship, Music and the Arts,

Prior to his appointment at PLU Dr. Jungkuntz taught at Concordia Seminary and served as guest lecturer at Eden Seminary. Both are located in St. Louis, Mo. He also served for five years as executive secretary of the Commission on Theology and Church Relations for the Lutheran Church-Missouri Synod.

Dr. Jungkuntz was an assistant professor at Concordia Theological Seminary in Springfield, III., for four years, and taught at Northwestern College, Watertown, Wis., from 1949-1961.

He was a parish pastor in Wisconsin for seven years after his ordination at Wisconsin Lutheran Seminary in Thiensville, Wisc.

PLU HONG KONG CAMPUS POSSIBILITY EXPLORED

Prospects for a Pacific Lutheran University branch campus in Hong Kong will be receiving serious consideration at PLU during the next few months, according to PLU President Eugene Wiegman.

Wiegman and Dr. K. T. Tang, professor of physics at PLU and a native of Nanking, China, returned in April from a two-week visit to Hong Kong and Taiwan. Their conclusions following the trip supported earlier investigations in cicating that a two-year liberal arts (Arnerican studies) program is feasible and needed.

During their visit, Wiegman and Tang met with numerous Hong Kong educators, religious leaders and parents of PLU students. They received strong encouragement to pursue plans for a branch campus in Hong Kong.

There are several reasons why a branch campus is feasible, and there are some important challenges to be met before the undertaking could become reality, Wiegman indicated.

"There is a definite need," he asserted. Hong Kong, a city of more than four million people, at present has facilities for only 11,000 university students at Hong Kong University, Chinese University and Baptist College. In addition, there are presently some 13,600 Hong Kong students studying in the United States.

"In a community where tradition and prestige is placed upon education, it is evident that only a small percentage of eligible students have an opportunity for study at a local university of college," Wiegman said.

"PLU has achieved recognition in Hong Kong," he continued. "To a great extent through the efforts of Dr. Tang over the past five years, 210 Hong Kong students have attended PLU. They have been academically excellent, going on to graduate schools with distinction or returning to Hong Kong. Already our graduates have attained positions in business, commerce, education and social services, and have influence on affairs in Hong Kong."

These relationships have helped develop a reputation for PLU in Hong Kong, and the University is among the selected universities recognized by the Hong Kong government, he indicated.

While in Hong Kong, Dr. Tang was called daily by students and parents interested in PLU, Wiegman observed.

Major factors to be determined if a branch campus is to be a reality include general operating expenses, facilities and faculty, according to Wiegman. A great deal of groundwork in these areas has been done both preceding and during the Hong Kong visit and specific recommendations are being prepared.

"It is also possible," Wiegman observed, "That once a branch campus is established, a study abroad program in Chinese history, literature, art and culture could be made available for PLU students."

PENDERECKI PROGRAM PRESENTED AT PLU

Passion According to St. Luke, the master work of one of the greatest composers of the 20th century, received its West Coast premiere in two public concerts at PLU in May.

With the composer, Krzysztof Penderecki, the guest of honor, the concerts climaxed both a weeklong Festival of Contemporary Music and the Artist Series season at PLU

Featured during the 80-minute oratorio were the Northwest Boy Choir, the PLU Choir of the West, soloists, narrator and the PLU Symphony Orchestra, under the baton of Jerry Kracht.

Premiered in 1967 and acclaimed in Europe, the United States and Latin America, the *Passion* is considered by most critics to be Penderecki's masterpiece. According to Irving Kolodin of World magazine, "*Passion* earned Penderecki the rank of poetevangelist amid a generation of musical noisemakers."

The work includes the account of the Passion according to St. Luke, extended occasionally by addition of passages from the Gospel according to St. John and contrasting and combining with passages from the Psalms, Lamentations of Jeremiah and Holy Week liturgy.

Peter Heyworth, of the Times wrote following the London premiere in 1967: "No single piece of music emerging from eastern Europe since the clouds of socialist realism first started to disperse a

decade ago has made a fraction of the impact of the St. Luke Passion."

Passion is consistent with the recurring concerns of Penderecki's composing career — the sacred literature of the Catholic Church and the great social issues of the contemporary world.

"When I write vocal music, I can't really seem to find more profound texts than the Bible," Penderecki says. "It is the wisest book I have ever read,"

The composer's handling of suffering in the *Passion* and many of his other works removes the glamour, heroism and nobility common to most works of art and literature, most likely reflecting his contact with the Nazi holocaust as a youth.

Raised in Debica near Cracow, Poland, he saw part of his family wiped out in the conflict.

During his week-long stay at PLU, Pendereck i presented a series of lectures and panel discussions. He also conducted one of his own compositions during An Evening of Contemporary Music held during Festival Week.

Performance of the **Passion** and Penderecki's involvement in the Festival has sparked interest in the PLU music program by musicians and music educators across the country.

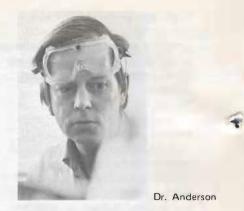
DR. ANDERSON AWARDED REGENCY PROFESSORSHIP

Dr. Charles Anderson, professor of chemistry at Pacific Lutheran University, has been awarded the PLU Regency Professorship, an honor bestowed for "demonstrated excellence and contribution to a field of learning or public affairs."

Dr. Anderson, the fourth PLU professor to be so honored on an annual basis, was one of three candidates nominated for the award by a committee of three faculty members, one member of the Board of Regents and one administrator.

The annual award carries with it a stipend, funded by the PLU Board of Regents, and leaves time to allow the recipient to pursue study on projects of his own choosing.

In addition to his normal teaching load, Dr. Anderson is deeply involved in research dealing with medicinal chemistry and chemotherapy. His work involves primarily determining the nature of and reactions inherent in certain types of chemical compounds. From this point it is possible to explore potential medicinal uses of compounds, he indicated.



Dr. Anderson is also actively involved in the development of the undergraduate research program at PLU which has, in the past several years, allowed undergraduates to participate in some types of research work usually pursued by graduate students.

A graduate of St. Olaf College in Northfield, Minn., Anderson earned master's and doctor's degrees at Harvard University, where he served as a teaching fellow for three years.

As a young research chemist at the Stanford Research Institute in Menlo Park, Calif., he, together with others engaged in cancer research, completed the first synthesis of deoxy adenosine, one of the most important building blocks in Deoxy Nucleic Acid (DNA), and potentially useful in the fight against cancer.

He joined the PLU faculty in 1959 and became chairman of the chemistry department in 1961. From 1966-70 he served as Dean of the College of Arts and Sciences but resigned that post to return to his teaching and research interests.

Anderson's Regency sabbatical begins next January and continues through the spring semester of 1975. He expects to devote most of that time to pursuit of research in medicinal chemistry.

REGENCY ADDRESS HONORS RETIRING BIOLOGY PROFS

A Regency Address honoring retiring biology professors Irene Creso and Dr. Harold Leraas was presented at PLU in May by Dr. Jens Knudsen, biology professor and PLU's 1973 Regency Professor.

The lecture dealt with the past and future of education and of the role of educators as humanitarians,



Dr. Leraas, Irene Creso with Jens Knudsen

as Christians and as individuals.

Mrs. Creso returned to the PLU faculty in 1966 following 10 years as curator of the Museum of Natural History at the University of Puget Sound. From 1950-56 she also taught at PLU.

She has been involved in the development of the Department of Biology's undergraduate core curriculum and has also worked in the expansion and improvement of the PLU herboreum.

Dr. Leraas has served as PLU for almost four decades since 1935. During much of that time he has been in charge of the department's pre-professional program.

Both of the professors have been associated with PLU since the days when sufficient salary compensation could be a somewhat"iffy" situation. In fact, Dr. Leraas returned to dental school at the University of Michigan in the '40's to qualify himself for dental practice. After returning to PLU he maintained a private practice in Parkland in addition to his teaching load until 1960.

Both professors have playes a vital role in the development of the outstanding reputation of the PLU Department of Biology and in the personal lives of its graduates.

PRESIDENTIAL SEARCH COMMITTEE ANNOUNCED

The process of selecting a new president for PLU moved another step forward in May with the announcement of the members of the PLU Presidential Search Committee

The committee membership includes members of the PLU Board of Regents, faculty, administration, alumni association and student organizations.

Responsibilities of the committee will be to establish and conduct an effective process for recruiting, screening and nomination to the Board of Regents of PLU suitable candidates for president of PLU.

The committee is hoping to be ready to nominate suitable canditates to the Board of Regents by January 31, 1975. "But the time-line goal does not have precedence over finding the right man for PLU," committee chairman Melvin Knudson said.

Members of the committee include Knudson, Thomas Anderson and Dr. Richard Klein, Board of Regents members from Tacoma; Dr. M. Roy Schwarz and Dr. Clarence Solberg, Seattle regents; Dr. Emmet Eklund and Dr. Dwight Zulauf, PLU faculty members; Tracy Totten and Suzy

University Notebook

Stapczynski, president of Associated Students and Associated Women Students of PLU respectively; Dr. Christy Ulleland of Seattle and Ronald Lerch of Kennewick, Wash., current and immediate past president of the PLU Alumni Association; Perry Hendricks Jr., vice-president for finance and operations at PLU; and Dr. John Schiller, chairman of the Division of Social Sciences at PLU. Secretary to the committee is Mrs. Paul R. Sulkosky of Puyallup.

The St. Martin's College President's Medal was conferred upon PLU President Eugene Wiegman during St. Martin's Spring Convocation in May.

The citation accompanying the medal acknowledged Dr. Wiegman's leadership in education, government, and ecclesiastical affairs. It applauded his work in organizing the nation's first urban land grant college, his duties with the Department of Agriculture, ecumenical endeavors in his role as PLU president and his leadership in Washington Friends for Higher Education.

Unique learning experiences are the emphasis of summer sessions at PLU this year. Among the 200

courses, workshops and travel/study programs offered are a number of unusual and experimental offerings not available during the school year.

The first four-week session began June 17 with the second session slated to begin July 18. Workshops and other special programs are scheduled at various times throughout the summer

Forty-one visiting instructors, lecturers and speakers from governmental agencies and other schools are teaching in addition to the regular summer faculty.

Special courses include such diverse activities as a seven-day, 65-mile back-packing trip in Olympic National Park and a math course about puzzles, card tricks and apparent paradoxes and their mathematical explanations.

Youth-oriented courses for clergymen and laymen are being presented at PLU by the Lutheran Institute for Theological Education (LITE) and the Center for Human Organization in Changing Environments (CHOICE).

A series of summer camps for high school students, music and organized team sports, are offered as well. Alice Welchert of Manhattan Beach, Calif., a 1974 PLU graduate, has been awarded a Trial Year in Seminary Fellowship, sponsored by the Rockefeller Brothers Fund Inc., the Andrew Mellon Foundation and the Lutheran Church in America

The fellowship, administered by the Fund for Theological Education Inc., of Princeton, N.J., is a one-year award given to students seeking to determine whether the ministry is personally a viable vocation.

The fellowship provides room, board, tuition, fees and allowances for one year at any accredited Protestant seminary.

Ms. Welchert, a philosophy and religion major at PLU, is presently considering both the ministry and teaching in her future career plans, and is also interested in creative writing and literature.

1) A week-long series of lectures and discussions at PLU in April featured Stephen S. Rosenfeld, *Washington Post* columnist. Rosenfeld, appearing on campus under the Woodrow Wilson National Fellowship Program, spoke on foreign policy and foreign affairs. He is a veteran of assignments in Moscow, the Middle East and Europe.

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- 2) Four performances of *The Crucible* by Arthur Miller were presented at PLU in April by the University Theatre. The play, based on the Salem, Mass., witchcraft trials of 1692, was directed by William Becvar, assistant professor of communication arts.
- 3) Randi Leighton of Chester, Mont., was selected as PLU's 1974 May Queen. She was crowned by PLU's first May Queen (1934) Mrs. Kathryn (Johnson) McClary of Redmond, Wash.
- 4) The largest graduating class in PLU history, 598 seniors and 120 graduate students, was presented degrees May 26. There were 178 honors graduates, including 10 who earned summa cum laude (with highest honors, 3.9 grade point average.)
- 5) Becca Thompson, who designed her own dance major program under the auspices of the PLU provost, became the first PLU student to graduate with a major in dance.
- 6) Washington State Senator Warren Magnuson was recently honored as a recipient of the National Council of Independent Colleges and Universities Distinguished Service Award at the national NCICU banquet in St. Louis, Mo. With him are PLU President Eugene Wiegman and Gerald Schimke, vicechairman of the PLU Board of Regents.
- 7) A \$5,000 grant was presented to PLU by the ASARCO Foundation of the American Smelting and Refining Company in commemoration of ASARCO's 75th anniversary in April. With Armand Labbe, center, manager of the firm's Tacoma plant, are PLU Board of Regents Chairman Thomas Anderson, left, and PLU President Eugene Wiegman.







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Pacific Lutheran University athletes won a record five of nine Northwest Conference sports championships this past year to retain possession of the John Lewis NWC All-Sports Trophy for the second year.

The trophy is awarded to the school with the highest overall standing for the year.

The Lutes won team titles in football, basketball, swimming, tennis and golf to beat out runner up Lewis and Clark by 15 points. PLU was third in wrestling, fourth in cross country and track, and last in baseball. PLU won the all-sports award a year ago by just four points.

PLU accumulated 96 points, Lewis and

Clark had 81, Linfield had 79 and Whitworth, 75. Other totals included Whitman with 57, Willamette 51, Pacific 46, and College of Idaho 19.

The overall record of athletic excellence ranked PLU 14th nationally among 565 NAIA member schools in all-sports standings.

In the above photo, Dr. David Olson, PEU athletic director, exhibits the All-Sports Trophy. Coaches with their respective championship trophies are from left: Gera Lundgaard, basketball; Frosty Westerled, football; Mike Benson, tennis; Roy Carlson, golf; and Gary Chase, swimming.