

Lerner To Keynote Academic Program



DR. MAX LERNER

Thursday, Nov. 3, will be the date for the beginning of the ASPLU-sponsored academic programs for the 1966-67 school year. As currently planned, the programs will center around various topics of student interest such as foreign affairs, morality, minority relations, and the like.

"Our aim," explained ASPLU Academic Coordinator Stan Stenersen, "is to present a series of programs on each of these topics which will give the student a better picture of those issues with which we should be better informed." The programs will utilize such varied means as Campus Movies, "Prof in the Dorm" discussions, telephone conversations with important personalities, and guest lectures.

Foreign affairs is the first such topic to be considered. As a keynote for the entire series, Dr. Max Lerner, internationally-known author, teacher, and journalist, will appear in Convocation on November 3 under ASPLU sponsorship. Described by Stenersen as "perhaps the most important academic figure ever to be brought to campus by the Associated Students," Dr. Lerner is Professor of American Civilization and World Politics at Brandeis University, a nationally syndicated columnist, and author of several books.

His latest book, *The Age of Overkill*, deals with the problem of nuclear stockpiling. He will be speaking in the Gymnasium from 9:50 through part of third period. All third period classes that morning have been cancelled by the Administration. Students from local high schools, Tacoma Community College, UPS, and members of local civic organizations have also been invited to attend. Dr. Lerner's topic will be "America and World Politics." A question-and-answer session will follow in Chris Knutsen Fellowship Hall.

He did his college and law studies at Yale University, his graduate work at the Brookings Graduate School, has taught at Sarah Lawrence College, Williams College, and Harvard University. He is currently Professor of American Civilization and World Politics at Brandeis University.

His syndicated newspaper column, which he writes three times a week, appears widely in the United States and in many countries around the world.

He has traveled as a journalist and scholar to almost every part of the world — Europe, Asia, Africa and to the Middle East. He has recently spent a year in Europe in connection with a Ford grant for research and study of the shape of the new emerging Europe, and is currently at work on a book about Europe.

He is co-editor, with Professor J. P. Mayer, of a new edition of de Tocqueville's "Democracy in America," which will be published shortly.

He is married, has five children, and five grandchildren.

Thursday evening the campus will be introduced to the "Professor in the Dorm" program which began on an experimental scale last year. The topic for discussion will be an article by former Presidential Assistant Arthur Schlesinger, Jr., expressing his view that the Viet Nam situation may create a new wave of McCarthyism. "This relates back to basic problems we confront as students, such as the limits of academic freedom," stated Stenersen. The short article will be distributed to all students early next week.

On Friday, Campus Movies will

present a documentary film entitled "Viet Nam: the War That Crosses." Following this, a question-and-answer session with Viet Nam war veterans will be held in the Diet of Worms. Exact times will be announced next week.

"We are attempting to show that academics can move beyond the classroom situation," said Stenersen. "If we can create a student body more intelligently conversant with contemporary issues, we will have helped to create a student body better equipped to make decisions in their own lives."

Thurber Comedy Opens First Show in Eastvold

by Diane Skaar

The curtain for the opening performance of *A Thurber Carnival* goes up tonight at 8:15 p.m. in Eastvold Chapel.

Dr. Abe J. Bassett is directing the production with the assistance of David Monson. Sets and lights are designed by Mr. Eric Nordholm with Mrs. LaMoyné Hreha doing the choreography.

A Thurber Carnival is a play based on the works of James Thurber. Among the better known dramatized selections are *The Secret Life of Walter Mitty*, *File and Forget*, *The Night the Bed Fell on Father*, and *The MacBeth Murder Mystery*.

The cast members for *A Thurber Carnival* each play from two to four parts. The members are Mary Barber, freshman from Seattle; Gordon Compton, senior from Bellingham; Jerry Cornell, senior from Port Angeles; Rex Grouse, freshman from St. Helens, Oregon; Rick Grouse, junior also from St. Helens; Mike Doolittle, junior from Lakewood; Dennis Goin, sophomore from Astoria, Ore.; Julie Halvorson, freshman from Portland; Karen Krebs, Christine McMurdo, and Dave Richardson, sophomores from Seattle.

Others include Tom Robinson, senior from Portland; Fred Rynearson, sophomore from Milwaukie; Oren; Bunny Schooler, sophomore from Portland; Laurie Smrad, freshman from Portland; Carol Toepke, freshman from Issaquah; Triena Tuedley, sophomore from Tacoma; Sydney Turner, senior from Tacoma; and Marsha Wynn, freshman from Seattle.

A quartet consisting of Grover Wagner, organ; Phil Ranbom, guitarist; John Karushchaar, drums; and Tom Rasmussen, alto saxophone, will provide background music for the performance.

Other performances of the production are October 29, November 4 and 5. Advance tickets can be obtained at the information desk at \$1.25 for adults and 75 cents for PLU faculty and students.

At performances across the country, *A Thurber Carnival* has been described as the funniest show in town.

Significance of Reformation Outlined by Rieke of Seattle

"A Layman Looks at the Reformation" is the topic of the address Dr. Luvern V. Rieke of Seattle will give at the Tacoma area Reformation Festival this Sunday evening, Oct. 30, at 7:30 in Eastvold Chapel at Pacific Lutheran University.

This festival will be sponsored by the Laymen's Reformation committee and the Pierce County Lutheran Ministerial Association. Twenty-seven Lutheran churches in the area are cooperating.

Special music for the occasion will be provided by the PLU Concert Band under the direction of Professor Gordon O. Gilbertson. The 60-piece ensemble will play arrangements of chorales and hymns.

Edward Flatness of Tacoma will be master of ceremonies for the program. Robert Ross of Tacoma will introduce the speaker. Mrs. Erling C. Thompson will be the organist.

Dr. Rieke, a native of Cashmere, Wash., is professor of law at the University of Washington. He has a bachelor of laws degree from Washington and a master of laws degree from the University of Chicago. PLU conferred an honorary doctor of laws degree on him in 1959.

During World War II Dr. Rieke was a supply officer for four and one-half years with the Flying Tigers in China, Burma and India.

Dr. Rieke is editor of the *U. of Washington Law Review*, and member of the *Order of Goli* at the University. He is past president of the Seattle Lutheran Council and was chosen Layman of the Year by the Seattle Council of Churches in 1960. He is a past president of Faith Lutheran Church, Seattle, and is the lay representative of the North Pacific District on the Church Council of the American Lutheran Church.

The Rev. Erling C. Thompson, pastor of Trinity Lutheran Church, is chairman of the Reformation Festival.



DR. LUVERN RIEKE

tival. Program chairman is the Rev. M. E. Ness, pastor of Christ Lutheran Church; and the Rev. Carl Fagerlin, pastor of Redeemer Lutheran Church, is promotion chairman.



LITTLE GIRL AND THE "WOLF" — Fred Rynearson (left) and Mary Barber rehearse a scene from the all-school play, "A Thurber Carnival." The premiere performance is set for Oct. 28 at 8:15 p.m., in Eastvold Chapel.

Editorial

Fraternity, a Question

Lewis and Clark College in Portland, Ore., last summer requested the Oregon Synod of the United Presbyterian Church to sever its legal control over the college while continuing a fraternal relationship.

The school stood to gain by such a move a three million dollar grant from a private foundation for construction of a scientific facility. College development director Glenn H. Gregg stated that in the next five years the school stands to gain at least one million dollars in federal construction grants through the shift. Chapel services were retained. According to the editor of the student newspaper there, the religious character of the college has not changed, at least to this date.

A major factor leading to the decision to drop legal church connections was the decision on June 2, 1966, in the Maryland Court of Appeals ruling unconstitutional two million dollars in state matching fund grants given three church-related colleges. Its decision is being appealed to the United States Supreme Court. Presumably a decision upholding this ruling could render unconstitutional all such grants from the federal government. Capitulation?

The purpose of this editorial is not to advocate a similar break at PLU. It is to request that the pros and cons of such a move be honestly considered.

Wherein lies PLU's uniqueness? What uniqueness there is comes, I believe, from its Christian orientation combined with its growing readiness to pursue knowledge wherever it may lead—the uneasy alliance between Athens and Jerusalem which has historically proven so productive. But is that uniqueness, such as it is, dependent on the maintenance of direct, legal ties with the Lutheran church? Does it necessarily follow that a fraternal, non-legal church relationship is accompanied by loss of religious dedication? Hasn't this been taken at PLU as axiomatic? Are there no means of assuring a continuing Christian orientation without the essentially financial ties involved in a legal relationship?

Would PLU in fact stand to gain financially by cutting its legal ties with the Lutheran Church? Would such a move provide more money from foundations and government grants? Finally, if the answer to this is affirmative, would the resultant primary dependence on foundations rather than on individuals make social and academic changes in the pursuit of the realization of the stated goals of the University, easier or more difficult to effect?

Lewis and Clark College might well be worth watching.
—Neil Waters

Lancers Waste Potential

A new breed of men has evolved at PLU. With all the arrogance of the knights of old this boisterous group, decked out in black sweaters and yellow shirts, emerges to take its place among the fans at PLU athletic functions—heretofore football games.

The "Lute Lancers," rudimentally formed last winter and further organized (?) this fall, have as their proclaimed goal the augmentation of school spirit and support of the team. If cacophonous noise, spontaneous yells (notably "Give me a B-R-A . . . Hold that line"), and a disorganized and ill prepared group of loudmouths fulfills that goal, the "Lancers" are off to a good start.

After the disconcerting beating we took cheer-wise at our first home game (with UPS), it was indeed encouraging to see the development of the "Lute Lancers." Finally, I thought, someone is going to enliven our games, create some new cheers and yells. Finally we'll hear something more than an occasion "Eat 'em up—Lutes!" and our cheerleaders frantically though futilely trying to get us to come alive. Finally someone is going to take the time to organize a group capable of cheering in unison and thinking of some cheers which would stimulate and excite PLU fans. The "Lancers" have till now been a disappointment.

The male creative talent amassed in the seventy-five odd members of the group is impressive. Certainly with a little time and effort they can come up with something better than their last few performances. The "Lute Lancers" have a tremendous potential—I wonder when they'll realize it.

—C. Zipperian

Letters to the Editor

Diet Audience Called Rude

Dear Editor:

Well, I have seen some rude people in my time but few more so than those at the Diet of Worms last Saturday night. Since I happened to be in Tacoma for the weekend, I was asked to come and play for the people at your school. I have never claimed to be a great performer but I have done my share, beginning two years ago with the GI's in Germany and ending at the Edge in Seattle.

In all that time I have never run across such impolite people as were at your coffee house.

For any who weren't there let me explain the situation. I came around 9:45 and got together with Chris Anderson to work out some songs.

Intemperance Hit

Dear Editor:

Mr. David Yearsley, PLU's Knight Errant (M.M., Oct. 21), chose a quixotic way to oppose what he refers to as the dogma of a sermon on "Angels." Now the alternative to dogmatism is tolerance and Don David should have practiced it. But Mr. Yearsley gives us a piece of writing notable for its intemperance of language and tone.

How else are we to regard the ironic satire of his attack on an opinion held in the area of belief? As long as men live, they will believe and their beliefs will differ. Hence we will do well to avoid the intolerance of differing beliefs that characterized some past eras, including the 16th century. (One wonders how Mr. Yearsley arrived at the belief that the categories of the 16th century were comfortable.)

Perhaps Mr. Yearsley's most serious offense is a lack of courtesy. Had he been more kindly disposed to the "Dr." he would have avoided the emotionally loaded phrases that reduce his column to the level of 19th century frontier journalism.

These phrases tend to be vague or inaccurate judgments. An especially unfortunate instance of this exaggerated diction is the phrase "crude medieval beliefs." Even a superficial study of medieval theology reveals that belief in the Middle Ages was, if anything, excessively subtle. And what is "crude belief?" The belief that conflicts with our own?

I hope to see Don David ride out again, but with a tighter rein and a better plan.

—M. Hillger,
Professor of English

Then I did my set and Chris did his and we did our three songs together and got down for a break.

In the meantime some fellow showed up with a guitar and began "playing" and "singing" some rather crude renditions of my favorite Lovin' Spoonful songs. Chris and I waited until he finished one of his songs and took to the stage again. (This guy was planted somewhere about the middle of the room all this time.)

We hadn't gone very far before he obviously decided that he was better than we were and began playing again in the middle of one of our songs. I can't imagine anything quite as impolite. If he had wanted to entertain he could just as easily have taken the stage.

There was also an excessive amount of loud talking. Talking is to be expected—I never expect to see everyone listening attentively to an amateur performer, but I do expect such a coffee house as the Diet of Worms to be a quiet place where the noise level is kept to a low drone.

There was so much noise that Chris and I, two feet apart on the stage, could hardly hear each other. We finally left in disgust.

If the other people who are featured at your place are given similar treatment, I would be surprised if anyone came twice. This all goes to make me more and more happy that I am a former PLU student.

Peggy Pete,
University of Washington

On Yearsley, Angels, Witches and Goblins

Yes, Mr. Yearsley, angels. And why not?

The witches, goblins, and angels to which you objected so strongly in your October 21 column do exist. They exist for much the same reason the "Good Lord" to whom you appealed does—because we have a use for them.

"Witch," for example, is the most useful metaphor. Perhaps you might have gotten stuck with one on a blind date sometime.

I know of some goblins, too. Goblins are defined as "evil or mischievous spirits, conceived of as ugly and misshapen." Like your column last week.

Angels, "guiding spirits or influences" in life which "bear ye up lest ye dash thy foot against a stone," might have saved you from your October 21 faux pas had you paid any attention to them.

You see, you have been just as dogmatic as you say the "fair Doctor" was, because you refused to hear, define, and relate those "in-anities of the 16th century" to your own experiences.

If the Reformation did indeed give Christians freedom from metaphysical stupidities—the freedom to see old ideas in new and different perspectives—I urge you to exercise that freedom, sir. For it is you who are trapped in 16th century inanities, not the Doctor.

—Lewis C. Giovine

Alum Objects to Letter

I feel compelled to comment on Mr. Trygve J. Anderson's charges in the Oct. 7 issue of the Mooring Mast.

First of all I hope Mr. Anderson understands that there is a huge difference in the method of acquiring funds for construction and operation of a state-owned institution and our Alma Mater.

Federal or state grants or loans are not too readily available for art buildings nor for maintenance men's salaries for the private institution.

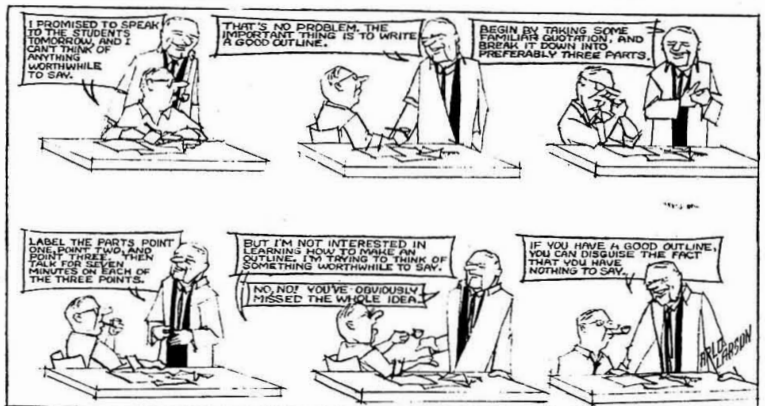
I would venture a guess that Mr. Anderson is not a land owner (those who are called upon to finance much of the public debt) but upon reaching voting age he will vote for every bond issue on the ballot. For example, referendums 14 and 15 on the ballot this November for over

50 million dollars. In doing so he will place upon his children's property an additional lean. The state now owes about 500 million. All of this because past legislatures have not paid their own bills.

Some alums don't appreciate the volunteer services and benevolent contributions that allow them to attend one of the best schools in the country with some of the best faculty members and a hard working board of regents. All this at 70% of actual cost. Let me further suggest that PLU grads are among those most in demand in many areas and in assorted professions.

I assure you there is a place for both types of institutions . . . but give me the small Christian institution

—E. Robert Stuhlmiller



Diet Hosts Covenant Players, Anderson

Friday night, at 10 p.m., the Covenant Players return to campus. This group of actors is noted throughout the nation for its unique way of presenting the Christian Gospel to a unique age. The plays they use and their presentation of them are extraordinary in their ability to stimulate the minds and actions of those who hear them.

Returning from a performance last year in chapel and this week in convocation, the group will not only give a couple of their plays, but will afterwards hold a discussion on the subject of drama as a method of communication of the Christian Word.

Because they have two other engagements Friday night, the program will not begin until 10 p.m. The refreshment counter, however, will be open at 8:30 as usual.

Saturday

Next Monday is the eve of All Saint's Day, marking the anniversary of Martin Luther's posting of the 95 theses. This, naturally, has been noted as the start of the Protestant Reformation. The Reformers fought what they considered was a misuse of the doctrines and practices of the Church. Many people, both inside and outside the church, feel that the Protestant church has fallen

back and needs a new reformation to meet the needs of today.

Dr. Anderson, the newest addition to the religion department, will lead a discussion involving all those who attend on this particular subject. Students and faculty are all invited to attend and take part in this new look and the responsibility and activity of the Protestant church.

The program begins at 9 p.m.

Joffrey Ballet To Establish Summer Residence at PLU

The Robert Joffrey Ballet Company from New York City will establish its summer residency next year at PLU.

Goodwin Chase, of Tacoma, an executive officer of Pacific Northwest Ballet Association, made the announcement Saturday.

The PLU administration has accepted the Joffrey Ballet for one month of residency, starting July 9.

Chase, who is chairman of the association's executive committee and president of the National Bank of Washington, said this announcement culminates months of activity by the association and some Tacoma area residents to firmly secure the Joffrey Ballet for summer residency in Tacoma.

A Chosen Instance

For I have seen a thousand suns
But lived a single day
And all I say to thee, my friend,
Is view thy life without an end
For swift the moonlit clouds of night
Shall wrap thee trembling in their flight,
Across a clean and biting wind
Of chambered stars not touched by men
Thy destiny is vaulted.

-Zac Reisman

Senator Jackson to Highlight PKD '66 Student Congress

Senator Henry M. Jackson (D-Wash.) will deliver the State of the Union address to a joint session of delegates at PLU's 18th annual Student Congress this Saturday, Oct. 29, at 9:30 a.m. This event, sponsored by Pi Kappa Delta, PLU's national honorary of forensics, will be attended by some 135 delegates and 160 observers from 17 high schools throughout Washington. PLU students are free to attend any of the sessions and are urged to see this representation of how Congress actually conducts business.



SEN. HENRY M. JACKSON

The lobbying session, between the Senators, two from each school, and the Representatives, apportioned by school size, is held from 8 a.m. to 9:30 a.m. in CB-200. During this time the delegates attempt to persuade the various committees to support their bills or their candidates for legislative offices such as majority or minority whip. The congress will then move into Estvold Chapel where Terry Oliver, representing ASPLU, and President Mortved, representing PLU, will greet the students at 9:30 a.m. Senator Jackson will then represent the president as he delivers the State of the Union address delineating the various problems confronting Congress and the basic policy of the majority party.

Following the joint session, the House of Representatives will meet in CB-200 and the Senate will meet in Jacob Samuelson Chapel from 10:40 to 11:10 to elect floor leaders and decide the party position on major issues.

From 11:15 a.m. to 12:45 p.m., the groups will meet in committees to consider various bills similar to those brought before the U. S. Congress.

The committees, ranging from Senate and House committees on Foreign Relations or the Judiciary to the House Committee on Un-American Activities and the Senate Committee on Labor and Public Welfare will be held in the Administration Building.

The second session of the individual houses will start at 1:15 and last to 4:20 p.m. The joint session of both houses will start at 4:30 in Eastvold Chapel.

The tournament chairman is Pi Kappa Delta's president, Lynn Still. Other chairmen include: General arrangements, Bob Kallander; registration, Atunette Loverson; resolutions, Kathy Simanatel, Jim Simpson; ballots, Steven Morrison, and judge, Jim Henderson.

The members of the debate squad are also doing a major share in the administration and planning of the program.

Pi Kappa Delta sponsors this tournament so that the students of the different high schools learn both the functioning of the Congress and the pro and con arguments concerning the bills.

Church Dogmas Defended

(In regards to "Knight Errant," October 21, 1966, edition of the Mooring Mast.)

Dave Yearsley—I must object! When I came to PLU I, like you, expected a church university. But when did you derive the conclusion that the thoughts and beliefs of our learned Dr. Kraebel were "peasant superstitions"? It appears to me that you would regard considering the arguments and substantiations presented in our Doctor's message as be-

ing below your intellectual dignity.

By mockingly suggesting a "heresy trial" you are in effect asserting that the concept of "Holy Angels" is in opposition to the time-tested dogmas of the church.

I don't believe you would hold such an opinion if you would have employed less time fanatically conjuring ideas with which to criticize the Meditation and devoted a little more time to listening to the Biblical evidence presented.

Perhaps "piety is out of style" and "the Age of Faith is gone" for some, but it is my firm conviction that the dogmas forming the basis of the Church universal should be heard.

Yours through Christ,
Jere Olsen

**Doolittle-Dauer
Halloween Hour**
Monday night, October 31
10 p.m., Channel 2

LITTLE MAN ON CAMPUS

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WHY? PDA-YA MEAN YOU HAVE TO STUDY? DID YOU COME HERE TO STUDY OR PLAY FOOTBALL?!

'Morgue Trip' Planned by YR

Perhaps in the interest of more properly observing this Halloween season, the PLU Young Republican club has scheduled its annual morgue trip for next Wednesday evening, November 2. Open to all PLU students, the tour will be hosted by the Buckley-King Funeral Home in Tacoma. In addition to its seasonal significance, the excursion is being held to bolster the YR treasury.

Students will be meeting behind the Administration Building at 7:30 p.m. on Wednesday and will travel by car to the morgue. Anyone who is able to bring a car is asked to contact Morgue Trip Chairman Gary Twite at extension 1236.

Just two days after the spooks' big night, this free excursion should prove to be a real "thriller" and informative as well. Everyone is encouraged to attend.

For further information contact John Erickson, ext. 1136.

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MOORING MAST FRIDAY FORUM

Student Proposes Necessary Basis of Valuable Teaching

Dear Mr. Waters

Prior to meaningful discussion on "The Quality of Teaching" and topics such as teaching methods, it seems to me that it is first necessary to determine what one ought to endeavor to do and/or attain in the light of ultimate criteria. Following this one needs to know how to be consistent in accepting the task of a commit-

ment of the Truth, one must first have and understand the Truth. In other words, to know the best way of life or attaining something one must first understand the nature of that which is to be attained; but, one cannot understand the nature of that which is to be attained until it has been attained.

Yet the very fact which evoked the inquiry is that we have not as yet attained an understanding of that which is ultimately desirable. A paradox? Yes, so it does seem.

The situation becomes even more intense for a person when he is of the belief that due to the nature of man even if someone did know the Truth he could not "tell" anyone else; for the second party could only, if willing, be led to learn, but not be taught in the sense of being told. If this is correct, then surely man's plight is one of blindness and groping in alienation.

Ah, that this be recognized by all students, which includes professors! Or, if those who disagree would please speak out and save those whose belief is like mine and aid us in a proper understanding of that which is really true!

—Bobby Baker



BOBBY BAKER

That is, if one has a goal or a state of being which he wants to accomplish then it is natural to desire its attainment as soon as possible and in the best way possible. When one knows this then it follows that the achievement of that which is ultimately desirable is in the best way accessible.

However, though we may designate as Truth, or as Adoption of the Will of God, etc., that which we believe to be ultimately desirable, yet to know the most efficient or just "method" in order to be possessed

Education Situation Seen Unpredictable

At the risk of seeming to evade the issue, let me say at the outset that the only certain characteristic of good teaching as a process is that it cannot be infallibly predicted or defined. It cannot even be infallibly recognized. Nor can we say infallibly what poor teaching is, though we may have many sensible ideas about both conditions.

In any given teaching situation there are at least two unpredictable elements—teacher and student. This variety is compounded in a large classroom, where in addition to the many student-teacher relationships one must also reckon with numerous student-student relationships.

Given an ideal learning situation—an intellectually humble teacher and an intellectually humble student, with all the implications of this association, especially the merging and exchanging of roles—I think I can predict what would happen.

I begin with the assumption that the function of both teaching and learning is primarily to promote self-knowledge, and secondarily to enable men to harmonize what is with what ought to be. This action must occur in a moral context, which to the Christian is in obedience to God's will as revealed through the Presence of Christ.

The divine command to "love your neighbor as yourself" assumes that unless man knows he is a child of God, his relationship to other men



DR. PAUL REIGSTAD

and his obligation to serve cannot possibly be understood. I would say, therefore, that although good teaching cannot be infallibly identified, it is possible to say what the result of it will be: A man well taught will be a better man than before—will love more wisely both himself and his neighbor—and manifest this wisdom in his daily life.

—Paul Reigstad,
English Department

What Is Good Teaching

Mutual Responsibility Sought

While good teaching may be hard to define, we always assume that it is easily recognized. Or, if it isn't, then the opposite—that bad teaching is—would be true. Frankly I'm not sure that either of these statements is self-evident. As to what constitutes good teaching, I can give no answer. Indeed any answer that I would submit to such a question would be designed to defend my own practice.

And a man would have to be a fool or a prig or both to believe his



DON REYNOLDS

method of teaching was the only method. I am all too often aware of the tedium, of the outright boredom, of the issues evaded, in various classes of which I am the perpetrator. It should be no surprise to learn that a teacher can be as bored, can be as

conscious of these evasions as those who have, alas, paid for the class.

What would happen, I often wonder, if in the midst (mist) of some particularly suffocating verbal smog a student would jump up and demand to be told "what is going on?" Perhaps nothing more than acute embarrassment—on everyone's part. But I sometimes yearn for such a student.

However, this discussion is focused on good, not bad, teaching. And good teaching does occur, in spite of the odds against it. It seems to me that a good teacher promotes the independent acquisition of knowledge by the student, that he strives to encourage the student to dare, to think, and to stretch his imagination. If the student is outraged by some statement of his teacher, good. If he is driven to search out the facts in order to satisfy himself whether or not his teacher is in error, better. If this leads to an awareness of the intellectual passion and of the sweetness of scholarship, better yet.

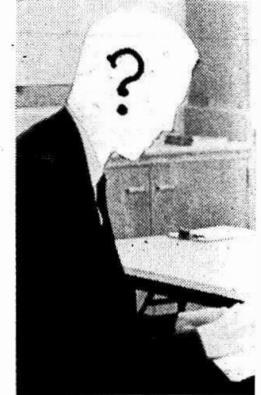
For, of course, it is this passion, this sweetness that has lured us from other paths, and it is this that we try to engender in our students. But we are conscious of reservations. It was not for nothing that Milton had Satan offer the world of knowledge as the greatest temptation for Christ. Nor is it accidental that Browning's Bishop offers his sons horses, then mistresses, and finally "brown Greek manuscripts," in that ascending order of sensual temptations. In other words, the love of knowledge should not be eros, but agape.

In the class, the students as well as the teacher are responsible for good teaching, for this is the product of a reciprocal, dynamic relationship; but one which the teacher must encourage and to which the student must respond.

—Don Reynolds,
English Dept.

An Intro

Nobody knows what good teaching is like defining any attempt at precise definition. This Friday Forum series will hope to do it simply cannot pretend to merely to present a factor a good teacher. To borrow from the statement of Dr. Huber's persecuted, it is in common.



But even the effectiveness of willingness of the student to standards. Christ couldn't help had his problems with dogmatism couldn't affect stubborn adherence. teacher. to be effective, requires a student audience.

The degree of responsibility of mind is an unanswerable question student or the good professor? C to a craving for truth on his own.

This chicken-egglike paradox of good teaching. The methods and personality traits other further complicates the.

The good teacher—who i

Two-Fold Character

A discussion of teacher quality must go beyond the classroom situation to the underlying aims of education itself. This may sound like an attempt to skirt the topic of this forum, but I feel that such an approach is necessary if the subject is to be discussed on a more serious level than our dinner-table evaluations.

As I have experienced it, education is two-fold in character. First, it is the stream of books, lectures, and tests which in some form or other has continued since the first grade. Second, it is the intangible, inconsistent and yet all-important experiences in which some of these fragments fit together to mean something in one's life.

There is something about fitting knowledge together to discuss new problems, reach new insights, or to look beyond oneself in some way to help or understand another person that can never be relegated to classroom technique. As one professor has put it: "The point is that men are men and they have to realize what that means before they are good for much else."

That realization does not come pre-packaged in any university's cur-

riculum. And the moment that anyone—faculty member, administrator, or student—forgets this and limits education to the process of absorption and regurgitation of information, no matter how profound the insights may be, he reduces the educational venture to the level of traffic laws, table manners, and proper

Teaching-

Dear Mr. Waters:
Presumably, Socrates was a great teacher. He was poisoned. We would all agree Jesus was a great teacher. He was crucified.

Giordano Bruno was a brilliant man whose effectiveness as a teacher was outstanding. He was burned at the stake.

Abelard was castrated. Most people today scoff at Bertrand Russell.

And New York State would not permit Albert Einstein to teach in its secondary schools.

These observations may suggest the enormous difficulty men have had through the ages

g? -- Students, Profs Seek the Answer Prof Compared to Obstetrician

roduction

of teaching is. To define the qual-
ing truth, one assumes it exists, but
then is futile. This segment of the
fully, serve as a kind of introduc-
to present a definition. It attempts
good teacher is likely to exhibit.

ment by Zac Reisner, it could prob-
ber is one who unsettles, who chal-
lenging. Christ, Abelard, Einstein—
of exemplars (see below) do have



DR. WALTER SCHNACKENBERG

Professor Cites Receptive Student As Basic Element

Dear Editor:

In response to your request for
my opinion on the subject of teach-
ing and learning, may I suggest that
good teaching begins with good stu-
dents. The successful teacher is often
given credit for results which de-
pended largely upon endowments
possessed by the students he has had.

Who wants to learn? If such a
person can be found, nothing will
prevent him from it. On the other
hand, that one who does not wish to
learn can be taught only very little.
A good education must be won. It
cannot be handed out.

Basically, all that a university
foundation can do through its profes-
sors and through its resources in
books and laboratories is to provide
an opportunity. Some students will
take advantage of the opportunity
which is theirs and join in the study
their professors have taken up.

In my view teaching and learning
are processes so various and complex
that hedging them about by exterior
norms and mechanical and method-
ological evaluation is probably un-
wise. I am inclined to think that the
ongoing critique of "good teaching"
may be touched with a note of self-
deception, especially in the Ameri-
can context.

—Walter C. Schnackenberg
Chm. Dept. of History

nasty business of coming to grips
with our beliefs, our prejudices, and
our challenge to live creatively in
the world.

(Continued on page six)

The definition of a "good teacher"
is, somehow always associated with
Socrates—that famous midwife of
wisdom. In this idealized view, the
role of the student is all-important
and the teacher's task is to simply
draw out the knowledge which lays
hidden in some dark corner of the
student's mind. All of this seems
rudimentary indeed.

Yet, as one who contemplates as-
suming this task of midwifery, I am
confronted with some questions
about ideals and reasons. First of all,
one must consider the fact that if we
are to assist in any kind of discovery,
we must assume there are fundamen-
tal reasons for the search. Converse-
ly, we must constantly remember the
fact that our fundamental reasons
are no more than assumptions. When
a mere hypothesis assumes the role
of a fundamental law, a monstrous

Ptolemaic system can be constructed
on top of it. In other words, we must
welcome heresy and look upon it as
constructive.

Secondly, we are confronted with
the twentieth century — not only
mechanization but automation. At
times society resembles a gigantic,
self-sustaining machine which serves
no purpose except the abstract term
"progress." On the other hand, the
potential for some type of individual
development within this machine-
like structure seems almost limitless.
Any college student today probably
has more resource material at his
disposal than existed in all of Europe
in the year 1000 A.D. The problem
is what are we to accomplish with
this data.

Finally, we are confronted with
human inequality — more properly,
divergence of ability. The problem

raised here is that the methods of
instill, inspire, and draw out
are not independent realities but de-
pend greatly on who and what is
taught.

What then is good teaching? I
have arrived at four vaguely phrased
statements which may, or may not
be correct.



FRED BOHM

1) A good teacher probably can
not teach bad students, but a bad
teacher probably can teach good stu-
dents.

2) There are probably two ways
of learning something: in the school
of "hard knocks," and by associat-
ing with "someone who knows." As
an obstetrician (Contemporary
equivalent of "Midwife") eases the
pain of childbirth, so a good teacher
eases the pain of "idea birth."

3) What a student learns (or does
not learn) is largely his own fault.
The teacher is a catalyst, and as such
is responsible only to initiate a re-
action the student is capable of mak-
ing.

4) The definition of a good teacher
will probably not be made until
someone discovers a definitive an-
swer to the question, "Why are we
teaching?"

The discussion has come full circle
and still we are left with a question:
All we can assume is that an exer-
cise in semantics, such as this out-
ing, may be in some way helpful — to
writers such as myself if no one else.
—Fred C. Bohm

Communication, Commitment, Agreement, Sought by Student

It is as if I relive every class I
have been in when I ask, "what do I
look for in a professor?" And this
question suggests asking—what is an
education? For it is the role of the
teacher to guide and direct the stu-
dent in the process of becoming edu-
cated.

And whether the student finds de-
sirable traits in a professor is de-
pendent upon the amount of agree-
ment between the two concerning
what an education is. (The way in
which one approaches the "system"
is a good indication of this.) So the
first thing I seek in a professor is a
concept of education common to my-
self.

This quest for a common concept
is facilitated by a second general
quality which might be termed—ease

of communication. The professor I
seek is one who can open the door to
himself in a way that the student is
able to see in. This professor is aware
of his audience.

I seek a committed professor who
knows who he is, where he is going,
and has some idea of how to get
there. Either I look for a total per-
sonality in a professor that I can
admire and endeavor to emulate (for
it is this imitative motive, this striv-
ing to be as another, which leads me
on), or I look for a total person who
I clearly do not admire but by whom
I learn from the contrast.

Thus in a professor I look for
these three: A common concept of
education, ease of communication
and a committed personality.

—Phil Ranheim

Realization of Limitations Essential

Answers are influenced by the
kinds of questions asked. This is true
of the question, "What is good teach-
ing?" The question seems to imply
that what happens to the student in
the educational process is deter-
mined either primarily or solely by
what the teacher does. The nature
of the problem changes when one
asks, "What is the most favorable
learning experience?" As soon as
the question takes this form we are
saying that the educational process
and its benefits are dependent on the
student as well as the teacher.

It is possible for some learning to
occur in spite of the teacher if the
student approaches the experience
with positive expectations and some
effort. By the same token it is pos-
sible for some learning to occur in
spite of the student if the teacher is
enthusiastic and energetic. The most
successful learning experience ought
to occur, however, when student and
teacher maximize their contribution
to the task.

Excellent teachers are at home in
their subject and constantly develop-
ing their competency. At the same
time the good student throws him-
self into the task of learning as much
about the subject under considera-
tion as time, effort and ability will
permit. For the teacher this means

more than just reading a set of stale
lectures that the student is to repeat
on an examination. And for the stu-
dent this means more than just read-
ing the text and listening to the lec-
tures or class discussion.

At the present rate of knowledge
no one can pretend to know every
phase of his discipline. Students and
teacher must recognize each other's
human limitations in this respect.
The learning experience should be-
come a growing experience for both
in the atmosphere of humility. Such
mutual efforts are enhanced by the
additional ingredient of relative
knowledge to contemporary life ex-
periences.

Each person in the learning ex-
perience ought to expect a commit-
ment to a viewpoint. Truth demands
commitment. But the teaching pro-
cess also requires the privilege of
disagreement and opposite commit-
ment on the part of teacher and stu-
dent. Relationships between the two
can only become a learning experi-
ence if that tolerance exists. Inher-
ent in commitment is the joy of per-
sonal discovery. The aim of the
teacher is to provide the setting for
such discovery, to instill the desire
for searching and to exemplify the
person who is always discovering.

To share in this experience de-

mands more than being a passive stu-
dent. In fact, "passive" and "stu-
dent" are incompatible concepts. Un-
less the student feels himself respon-
sible for personal exploration the joy
of discovery and the satisfaction of
commitment will never be reached.

The learning experience involves
more than sharing a body of knowl-
edge. It involves examination of as-
sumptions on which the search is
conducted. It means being involved
in the process that governs the
search. These factors must operate
in the learning experience; illustrat-
ed and carried out by the teacher,
experienced by the student.

Excellent learning experiences oc-
cur when teacher and student are
free to share each other (sharing of
the person in the dialogue of dis-
covery in the framework of a par-
ticular discipline) with humility
enough to realize that all truth does
not reside in one field of learning or
in one person. The optimum learn-
ing experience requires the full ef-
fort of student and teacher. In the
process each will influence the other
to be his best. Education will only
be great at Pacific Lutheran Univer-
sity if students as well as teachers
rise to their responsibilities.

—J. A. Schiller,
Chm. Dept. of Sociology



of such men is dependent on the
to learn and to question accepted
help the rich young ruler; Einstein
atic Newtonian physicists; Abelard
rents to the Platonic tradition. Any
ers an interested, open-minded stu-

ility he has to elicit that frame of
estion. Which comes first, the good
er? Can a teacher expect to catalyze
Can a student be expected to come
own?

adox is only one aspect of the prob-
tremendous differences in teaching
its from one "good" teacher to an-
one problem of objective definition.
is he?

—Neil Waters

er Analyzed

toilet training.

What does this say to the problem
of teacher quality? The first and
most important thing is that educa-
tion is a joint venture between teach-
er and student; and here, the stu-
dents have been more at fault than
the professor. We enjoy the systemat-
ized rut we create more than the

--Exciting, Hazardous

in their eueptic attempts to
define the nature of good
teaching and to agree with
each other about their results.

I applaud you for your in-
tense interest in the question.
Perhaps that is one quality of
all great teachers. If it is, you
may justly consider devoting
your total energies to preparing
yourself for one of the most
exciting — and hazardous —
professions which I have the
privilege to know of and to
enjoy.

C. E. Huber.

Dept. of Philosophy

P. S.—I do not know what
good teaching is, yet.



DR. CURTIS HUBER

Confrontation of 'Manifest Peril'

(Continued from page four)
docile, if they are not made to abandon security.

There's not much to say about the safe life; it's just there. What good is that? Only if the student can visualize a challenging future will he think it worthwhile to struggle toward his personal goal. That is how one develops the capacity for work, which is something else that too many young people don't begin to fathom.

Let it then come to the point of departure from which to judge and shape the quality of teaching: We must determine what is needful as against what enables us to rise above need—practicality or wisdom, "happiness," or the struggle, the satisfaction of certainty or the challenge of anxiety? Is a man stronger for what he "knows," or wiser for his trials? And in determining what the teacher hopes to accomplish, let us be aware that we live in what Karl Jaspers has called a world of "manifest peril." The future of mankind depends on the man who is fearful and yet not scared, aware of the dangers and determined in his personal responsibility to live with courage and daring. That kind of life is the only true and real "security."

—Zac Reisner

MISSING

One man's black umbrella, wood and chrome handle, from Columbia Center, Oct. 26. If found, please return to 363 Foss.

SAGA DEADLINE
November 2, 3, 4 and 7 will be the only time seniors can have their cap and gown graduation pictures taken for the SAGA. If you are graduating in either June or August, 1967, please make an appointment on the sign-up sheet at the Information Desk. Caps and gowns will be provided. You may also have pictures taken in street clothes if you wish. The photographer will collect a \$3.50 sitting fee from each individual.

Fair Doctor Defended

Dear Editor:

I believe in a liberal newspaper where opinions can be voiced; but where do we stop? Mr. Yearsley's remarks in "Knight Errant" are totally without grounds. Granted, an entire week on angels is "a bit much" but Mr. Yearsley's actually attacking the validity of the Bible. Are we to believe only the parts of the Bible that are still "in style?" Why is it so hard to believe that God, who created the entire universe and all things good couldn't create angels? I don't doubt that the way most of us behave we need more than one!

To me faith is not dead and is needed in this age more than ever and this, I believe, is the primary reason for the existence of PLU. Why do we allow people to keep tearing at what little faith we have left? God help your opinion, Mr. Yearsley, "our fair Doctor's" source is the Bible, what is yours?
A rattled Christian,
Chris S. Brooks

New Government in Residence Halls

AMHERST, Mass. (I.P.) — Parents of University of Massachusetts students have received an advance look at new residence hall closing hour regulations and security measures that will affect their sons and daughters this fall through a newsletter mailed to them.

Of greatest interest to students and parents is the new regulation regarding closing hours. For the most part, curfew will now be self-imposed by students. The only specific exception during the coming academic year will be a curfew for all freshman women at midnight Sunday through Thursday and 1 a.m. Friday and Saturday nights.

To improve security and safety provisions, all residence halls, fraternities and sororities will be locked at midnight Sunday through Thursday and at 1 a.m. on Friday and Saturday nights. The number of safety and security personnel within each group of residence halls will be increased, and student employees will be on duty in each residence hall during the hours when students require such services.

Provisions will be made in all residence halls for students to record their destination and expected time of return if they so desire. All students who expect to be out after closing hours will be asked to register their expected time of return on sign-out sheets.

In the newsletter parents were urged to discuss sign-out procedures with their sons and daughters in

light of their own personal family standards.

There will be no parietals (visits by individual students to the residence hall rooms of the opposite sex.) Individual residence halls can vote, however, to have an open house once a month on weekend or holiday evenings. Overnight guests of the same sex are permitted provided the resident whose bed is to be used gives written permission and that the host is in residence during the guest's stay.

Each residence hall will be governed internally by electing students with executive, legislative and judicial functions under uniform University policy. Heads of residence and student counselors will serve as advisers with respect to the internal governmental structure. House gov-

ernments will be responsible for determining calling hours, quiet hours music and typing hours.

According to Dr. William F. Field, dean of students, "The most important part of this new plan is the emphasis on responsible student government within the residence halls. As the University accepts brighter and more conscientious students the academic pressures on them increase. It is the responsibility of the University to provide the best possible environment for students to live and work in when they are not in class.

"By fulfilling their needs within a carefully designed framework, we hope to avoid the large migrations from dormitories that have faced other universities and have resulted in very difficult problems."

Students Help Select President

MINNEAPOLIS, Minn. (GFS)—University of Minnesota students will have a voice in the selection of a new University president.

Three students will join a recently appointed Alumni Association committee which, along with a parallel faculty committee, will advise the Board of Regents on a successor to retiring President O. Meredith Wilson.

The three will have full voting rights on the eleven member alumni advisory committee. Their addition to the eight alumni came in reply to a request by Howard Kaibel, Minnesota Student Association president, that students be permitted to help select a new president.

In a letter to Kaibel, Dr. Charles W. Mayo, chairman of the Board of Regents, agreed that the "voice of senior students could be usefully added" to the coming deliberations.

Kaibel said he would rather have had a student advisory committee parallel to the alumni and faculty committees, but said that the results were nevertheless much better than he expected.

It is difficult to say exactly how much influence either advisory com-

mittee will have on the Regents' decision, Kaibel continued, but at least students have been given an equal role with the faculty and alumni.

The number of students on the committee is not as important as the fact that their presence insures that certain questions will be raised, such as whether a candidate is interested in having students play a role in managing the University's affairs, Kaibel added.

The MSA executive committee will recommend the three students, subject to the approval of the Student Senate. Mayo has limited their choice, however, by restricting student membership to seniors.

President Wilson announced last August that he is leaving the Minnesota post next summer to become director of the Center for the Advanced Study of the Behavioral Sciences in Stanford, California.

Washington State University is currently seeking a new president and has also chosen to involve students in the selection process. The Washington State students, however, will have their own advisory committee.

Two-Fold Character: Basis for Life

(Continued from page five)

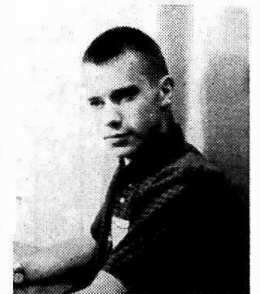
If the student would consider his education from this experimental standpoint rather than go to classes expecting some sort of magic show from the professor, we would solve two-thirds of the problem of teacher quality.

This is not to say that teaching needs no improvement. Here again, the solution, if there is one, is somewhat intangible. Basically, it also entails this realization that the main objective of a liberal education is to make a man see himself. Those teachers and professors who have best demonstrated this to me are those who have communicated that objective by living it: by making what they teach and the reasons why they teach it the basis for their lives.

This means that one teaches believing in the importance of what he is teaching. But it also means that one realizes that to be a person goes beyond one field of study and beyond academics itself. When it is acknowledged that education is rooted as well in social life, USSAC, student government, and the like instead of being chained to the books on the shelves of the library, some

students are going to take a more serious look at the whole process.

But this acknowledgment seems to be lacking, at least beyond the level of credal acceptance which we too often attach to the "Objectives



STAN STENERSEN

of the University" in the University bulletin.

You may disagree, but please don't bandy the problem around in the Morning Mast Friday Forum until 1975. Right now, there's work to be done.

—Stan Stenersen

This is Russ Kennedy of Balboa Island, California, on an in-port field trip as a student aboard Chapman College's floating campus.

The note he paused to make as fellow students went ahead to inspect Hatshepsut's Tomb in the Valley of the Kings near Luxor, he used to complete an assignment for his Comparative World Cultures professor.

Russ transferred the 12 units earned during the study-travel semester at sea to his record at the University of California at Irvine where he continues studies toward a teaching career in life sciences.

As you read this, 450 other students have begun the fall semester voyage of discovery with Chapman aboard the s.s. RYNDAM, for which Holland-America Line acts as General Passenger Agents.

In February still another 450 will embark from Los Angeles for the spring 1967 semester, this time bound for the Panama Canal, Venezuela, Brazil, Argentina, Nigeria, Senegal, Morocco, Spain, Portugal, The Netherlands, Denmark, Great Britain and New York.

For a catalog describing how you can include a semester at sea in your educational plans, fill in the information below and mail.

Director of Admissions
Chapman College
Orange, California 92666

Chapman College
Orange, California 92666

Name _____ (Last) _____ (First) _____ Present Status
College/University _____

Address _____ (Indicate Home or College/University) _____ Freshman
Sophomore

City _____ State _____ Zip _____ Junior
Senior
Graduate

Telephone _____ Age _____ M _____ F _____

The Ryndam is of West German registry.

Knights Steal Victory Over Whitman

Intercepted Passes Provide 41-25 Win

The 1966 version of PLU's football forces will end its home season this Saturday afternoon, entertaining Pacific University. This will mark the last time that seniors Art Hooper, Tony Lister, Oliver Johnson, Bob Krieger and Gary Nelson will appear before the home crowd. Congratulations to these fellows on an excellent career wearing the Black and Gold!

The Lutes found Whitman's aerial bombardment as advertised Saturday afternoon, but intercepted six Missionary passes, turning five of them into touchdowns, in a 41-25 Northwest Conference football triumph on the Franklin Pierce High School field.

Dan Paterson, freshman Whitman quarterback, completed 17 aerials in 42 attempts for 289 yards and figured in all the visitors' touchdowns. He tossed for three, scored one himself and was tackled in his own end zone for a safety. Chuck Cusack, 6-2 junior end, snagged eight of the tosses for 198 yards and two tallies.

The safety started the afternoon's scoring flurry, with end Dave Thorn and tackle Ben Erickson dropping Paterson with 1:08 remaining in the opening period.

The Knights scored again 12 seconds later, with their biggest scoring outburst since 1952 prompted mainly by their defensive unit.

Flankerback Ken Harding, back in action after a broken rib sidelined him for two weeks, returned the ensuing kickoff 64 yards for a touchdown. The scamper was his second for distance. The 160-pound junior from Oregon City, Ore., ran back the opening kickoff 57 yards.

The Knights' offense ground out 2:41 yards rushing, but managed only 25 yards overhead as the Lutes tried 13 passes in the rainy, sloppy going. But the Lutes' defense brigade made up for some of the hosts' deficiencies on the attack, recovering two fumbles and holding the Missionaries to minus seven yards in addition to the six pass interceptions.

Lee Davidson, 195-pound freshman half (blocking) back thrust himself into the limelight with 121 yards gained in 10 carries and a pair of touchdowns, one on a 74-yard ramble straight up the middle late in the third period.

The Lutherans spread their defensive laurels throughout the lineup, with the linebackers hauling in many of the accolades. Gary Nelson, in the middle, was in on eight tackles and blocked a conversion kick.

Art Hooper and Al Freutel, the corner men, made five stops each, with Hooper recovering a fumble, blocking a pass and intercepting another, scampering 20 yards for a touchdown.

A 66-yard Whitman runback of a bobbled lateral in the closing seconds of the contest was nullified by a penalty. And freshman Tom Erickson saw a 59-yard punt scratched in the third quarter by a roughing-the-kicker penalty.

Other Knight scores came on a three-yard burst by Dave Waller and a 21-yard sprint by Lloyd Eggan after he had intercepted a Whitman pass. Erickson kicked three extra points and had three blocked.

RUSHING	TCB	YG	YL	Net
Davidson	42	264	—	264
Eggan	57	248	20	228
Lister	60	278	72	206
Harding	44	157	11	146
Daller	22	117	5	112
Spencer	38	145	99	46
Jansen	7	20	—	20
Rur	4	19	—	19
Beller	6	14	4	10
Nelson	1	7	—	7
Miller	1	—	—	1

PLU	Opp.	282	1271	211	1060
PASSING	Att	271	1111	266	845
Lister	93	30	308	—	—
Spencer	25	9	85	—	—
Beller	1	—	—	—	—
PLU	Opp.	119	39	393	156
Eaton	15	120	—	—	—
Buehholz	12	156	—	—	—
Harding	6	63	—	—	—
Garry	2	18	—	—	—
Nelson	2	10	—	—	—
Eggan	1	14	—	—	—
Beller	1	12	—	—	—

PASS RECEIVING	No.	Yds.
Eaton	15	120
Buehholz	12	156
Harding	6	63
Garry	2	18
Nelson	2	10
Eggan	1	14
Beller	1	12

PUNTING	No.	Ave.
Erickson	37	34.4
Ranta	1	15.0

DEFENSE	Tkl.	Ass't
Nelson	53	21
Hooper	38	6
Freutel	30	3
Johnson	22	3
Anderson	20	2

Good games and fine performances by both male and female high-



LUTE DEFENDERS Gary Nelson (42), Grant Spencer (10), and Mike Arkell (50) combine to throw a Whitman ball-carrier for a loss. The Missionaries ended up with minus 7 yards rushing.

2nd Pflueger Nabs First Round

The first round of Intramural touch football action ended last week with 2nd Pflueger taking the title by a half game over Evergreen. 1st Foss ended up in third place, two games behind.

2nd Pflueger won their last game of the round as they tripped Ivy 12 to 0. The first round winners scored on a pass from Bill Dikeman to Eric Steinman. Bob Shelein picked off an Ivy pass and ran it back for the other touchdown.

Evergreen also ended the round with a win, dropping 3rd Foss 18 to 0. Bob Erickson threw scoring passes to Mike Adkinson, Bob Jones and Dick Mortenson for the victors.

Doug Otten ran for the only touchdown for 3rd Foss.

1st Foss had a tough time winning their final game of the round as they

slid past 3rd Pflueger 6 to 0 on a muddy field. Ron Toff hit Lew Rhoe with a scoring pass for the winning touchdown.

Parkland won their final game to enable them to grab fourth place in the standings. They had to come from behind to edge upstart 1st Pflueger 36 to 30. Ken Vuysteke passed to Larry Steffen for the winning touchdown with only a minute remaining. Vuysteke also threw two other touchdown passes to Steffen, two to Paul Dessen and one to Pet Flatness. For 1st Pflueger Bill Askeland fired scoring passes to Al Albertson thrice and to Tom Farmer twice.

The second round got under way this week as the teams were split into two divisions. The A division consists of the top five teams from

the first round. The B division is made up of the other four teams in the league.

FINAL FIRST ROUND STANDINGS			
	Won	Lost	Tie
2nd Pflueger	8	0	0
Evergreen	7	1	1
1st Foss	5	2	1
Parkland	4	3	0
3rd Foss	4	4	0
Ivy	3	5	0
3rd Pflueger	1	5	2
2nd Foss	1	5	2
1st Pflueger	0	8	0

The second round action began with a bang as 2nd Pflueger took on Evergreen. In a rough and tumble game Evergreen came out on top with a 6 to 2 win to move into a first place tie with 2nd Pflueger. (The first round won-loss records will be carried into the second round.) The teams fought to a 0 to 0 first half tie. 2nd Pflueger took a 2 to 0 lead when an Evergreen play from scrimmage was ruled dead in the end zone. Then late in the game Evergreen came back to score on a pass from Erickson to Jones for the victory.

In the other game 1st Foss outscored 3rd Foss 24 to 12. Toff connected on a pass to Dave Char-michael twice and once with Rhoe and Mike Villiott for touchdowns. Steve Hansen tossed to Dick Steffen and Steve Lundstrom for the 12 points of 3rd Foss.

In the Second Annual Intramural Homecoming game the Upperclassmen avenged last year's loss by downing the Underclassmen 6 to 4. (Contrary to a popular rumor, the game was not played between PLU and UPS all-stars.) The game was a little unusual in that the Upperclassmen scored all ten points in the game. That is they scored a touchdown and two safeties on end zone fumbles. Their winning touchdown came in the waning moments of the game on a pass from Bill Dikeman to Paul Dessen.

Little Lutes Race Remains Tight

by Jay Young

The POH	11	5
LeMay	11	5
"Burgie"	11	5
Stout	9	7
AKP's	8	8
Ecklund	8	8
Playboys	7	9
3 Roses	6	10
Gilbertson	6	10
MP's	3	13

Good games and fine performances by both male and female high-

lighted another night of Little Lutes competition.

Mention should be made concerning two girls, Caren Sindars and Barbara Thompson, bowling for LeMay and the Playboys, respectively. Caren had a 180 game and Barbara a highly respectable 183. Because the Playboys were bowling LeMay it proved to be exciting as to which girl would get the higher game.

The high individual series was captured by Brian Masterson, who fash-

ioned a fine 561. Mike Leppaluto took second of 553 on the strength of a 233 game. Jay Young was third with a steady 541.

High individual game went to Mike, with his 233. Brian took second place honors with a 214, and Jay tied for third high game of 192. Gary Ecklund also rolling this season.

High series for the night, and also the high for the season, was rolled by the team of Norm LeMay, Caren Sindars and Jay Young, a 1490. The Playboys, who bowled high but against the wrong team, had a fine 1365. The Playboys consist of Barbara Thompson, Oren Olsen and Buster Harper.

Team high game honors were again by LeMay as they bowled a 545. The team of Shelly Rose and Mike Leppaluto came in second with a 516 score. LeMay came back to take third high game on the strength of a 507. Interesting to note here is that this is the first time 500 has been hit by a team, and it was done three times in one night.



ASSISTANT COACH JOE BROEKER confers with Lute defensive ace Art "Crusher" Hooper during Saturday's Homecoming game.

PLU to Benefit from LIFE Funds

MINNEAPOLIS, Minn. (Special)—Pacific Lutheran University will benefit from a \$20 million educational appeal approved by the American Lutheran Church at its biennial convention here.

The appeal will be known as Lutheran Ingathering for Education (LIFE) and will be conducted in the AL/C's 4,900 congregations during 1967. Three-year pledges will be sought.

Proceeds will be used for new buildings and equipment at the AL/C's 17 educational institutions, and \$1 million will be given to the Lutheran Campus Ministry on the campuses of state supported schools.

General chairman for the appeal will be the Rev. Dr. Morris Wee of Minneapolis, and the executive director will be the Rev. Dr. George Schultz, also of Minneapolis. Members of the Administrative staff of PLU will be involved in the campaign.

A preliminary kick-off program for LIFE will take place in Minneapolis this Monday night in Central Lutheran Church when the 1000 delegates will hear a presentation headed up by Dr. Schultz. Dr. Robert Modtvedt, PLU president, will speak. Terry Oliver, PLU student body president, will give a statement on what Christian higher education means to him. He was one of three student body leaders selected for this presentation.

In elections the Rev. Dr. Fredrik A. Schiøtz, who has been president of the AL/C since it was formed in 1960, was re-elected to a six-year term. He can serve only four years, however, as he is 66 and 70 is the mandatory age for retirement. Dr. Schiøtz is also president of the Lutheran World Federation.

The Rev. Dr. William Larsen of Minneapolis was elected vice-president succeeding the Rev. Dr. Norman Menter of Detroit. Dr. Larsen, who has been AL/C secretary the past six years, will become executive director of the AL/C's Board of Theological Education on Jan. 1. The vice-presidency is a part-time office.

Arnold Mickelson of Moorhead, Minn., was elected full-time secretary of the AL/C. The first layman to be elected to one of the three top offices of the denomination, Mickelson is assistant to the president of the AL/C's Northern Minnesota District with special responsibilities in Christian education. He was a Tacoma visitor last February when he conducted a parish workers' institute at PLU.

The convention concludes Tuesday.

Lovejoy Describes Parking Changes

The new parking lot to be opened between the Administration Building and the Library is to be reserved for University administrative officers, faculty, staff, and specially authorized guests.

Of benefit to students, however, is an alteration in the north lot east of Park Avenue. The stalls along Park Avenue marked "reserved" are no longer reserved; students may now use these stalls in this north lot.

The maintenance department schedule is still very crowded, because of special projects caused by the construction program, but before long the "reserved" marks in this north lot will be painted out. Meanwhile students will not be tickets when they park there.

The Administration appreciates the cooperation shown by the students this Fall, in complying with the parking regulations.

—Alan Lovejoy,
Business Manager

Seminary Trial .. An Experiment

A "Trial Year" in Seminary. "Me for the ministry? Who are you kidding?" So one can imagine the response from any number of young men on this campus if approached with the ministry as a vocational possibility. The reasons for such reactions are many—an outmoded view of the ministry, a distorted notion of what personal qualifications involve, ignorance as to the shape of the modern ministry—these are only some of the reasons why so many men during their college years give only fleeting consideration to the ministry as a profession for them.

"But suppose you could have a year in an accredited seminary of your choice with expenses fully paid, and without strings attached?" Such an opportunity awaits several young men each year under the auspices of The Fund for Theological Education, Inc. If at the end of a year, you have decided you do not desire to pursue theological study any further, you may without obligation terminate your relation to the program.

Certainly a year of this kind of experience promises to be invaluable as a background for any vocation into which one might enter.

On the other hand, should you decide on the ministry, further funds might be available for such work. In any event, whether one continues in theology or pursues another course of study, some clarification of vocational direction is likely to have taken place, and the year's experience would have been highly valuable.

A poster describing the program is on the bulletin board opposite room A-200. You may also inquire further from Dr. Emmet E. Eklund.



CARLOS MONTOYA

Flamenco Artist To Perform

Flamenco titles can be perplexing, says Carlos Montoya, internationally acclaimed master of the flamenco guitar who will be heard in concert at Eastwood Auditorium November 7, 8:15 p.m.

Concert audiences throughout the world, and millions of aficionados who collect his numerous recordings, are often confronted with a familiar title on a Montoya program or record liner, only to hear a wholly new musical piece. The reason for this is that Montoya prefers to give his solos their traditional generic names, rather than create what he calls "a fancy title" for each selection.

Thus it is that a program may list Alegrias, Buleria, Farruca (all of which describe dance rhythms) or Tarantas, Granainas and Petenrras (which are songs), for two or three seasons running, and yet be a wholly new program.

In hewing so closely to the traditional thematic titles of his music, Montoya is merely mirroring the traditional nature of flamenco music. While the selections he plays are all his own compositions, they all derive from traditional flamenco themes. There are many such melodies, usually consisting of but one short verse. The essence of Montoya's unique are it that he can take such a short melodic scheme and improvise upon it and create a wholly new self-contained musical entity.

Before Montoya became the first flamenco guitarist ever to take the unheard-of step of performing a solo concert without the aid of a dancer or singer, flamenco music consisted of a few chords (to give the singer the key), then add a few phrases. Once the singer came in, the guitar was subordinated and the guitarist would merely play a few phrases between the verses of the song.

When accompanying a dancer, the guitarist played mostly rhythm, with an occasional "falseta," or guitar phrase, on the spur of the moment.

Obviously, performing in this manner, the guitarist never really had a complete piece to play. Their act, improvisational by its very nature, often resulted in brilliant variations which, all too frequently, were

forgotten once the performance was over.

It was Carlos Montoya, stepping out on his own as a solo artist, who was the first to capture the exquisite improvisation, creativity and sensitive musicianship of the flamenco art and render it into a complete musical whole which can be understood and appreciated by the public at large.

He still clings to the traditional titles, although he adds new variations to his pieces at every performance. Unlike the classical guitarists, he cannot rely on printed music by another composer. This is especially so in Montoya's case, since this masterful musician doesn't read a note. But as Harold Schoenberg once said in the New York Times: "He does something much more important; he makes music."

U. S. Coast Guard Asks Applications For Academy

The United States Coast Guard has announced that applications are currently being accepted for admittance to the next summer's class of the U. S. Coast Guard Academy, New London, Connecticut.

Applications must be made to the Director of Admissions, U. S. Coast Guard, New London, Connecticut, not later than 15 December 1966 and to College Boards not later than 1 November 1966.

Eligible men between 17 and 22 years of age desiring an appointment as a cadet must participate in a nationwide competition. There are no Congressional appointments to the Academy.

Applicants must be citizens of the United States; of good moral character; unmarried; in good physical condition; at least 5 ft., 4 inches tall, and not over 6 ft., 6 inches; have at least 20/30 vision correctable to 20/20, and be high school seniors or high school graduates.

They also must have 15 high school or college credits, including three in mathematics and three in English. Although no specific grade average is required, high grades help. Admittance is based on scores attained in college board examinations to be given in December of this year, standing in high school class and leadership potential. All qualified applicants are granted an equal opportunity for admission.

The United States Coast Guard Academy provides training in leadership and prepares selected young men to become commissioned officers in the Coast Guard. The Academy offers a 4-year course of instruction. Subjects include engineering, humanities, social studies, sciences and service professional courses.

Upon graduation, cadets are given a Bachelor of Science degree, and if physically qualified, are commissioned by the President as an ensign in the U. S. Coast Guard.

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