

Houghton Star

VOL. LXI No. 13

Houghton College, Houghton, N.Y. 14744, February 14, 1969



David Bar-Illan, renowned pianist, will perform in Artist Series Concert in Wesley Chapel this evening.

Israeli pianist to be featured in tonight's Artist Series

by Warren Johnson

David Bar-Illan's recital this evening marks the sixth concert in this year's Artist Series. Since his 1960 debut with the New York Philharmonic, this Israeli pianist has been winning an international reputation for "the dashing brilliance of his playing . . . phenomenal technical mastery and perceptive musicianship."

He is not a stranger to the Houghton stage, having played a concert here in the late 1950's. Born in Israel, David Bar-Illan began his training in Haifa, soon winning a scholarship for study in America. He interrupted his studies to return to Israel where he joined the army during the War of Independence. Later he graduated from Julliard School of Music and Mannes College of Music. He has played with most

of the major orchestras in the United States and Europe, winning high praise.

The first half of the program tonight will include Romantic, Classical and Contemporary music: Mendelssohn's "Rondo capriccioso," op. 14; Beethoven's "Sonata in F minor," op. 57, the "Appassionata"; and the "Sonata No. 2" in one movement by Michael Ronen, a composition dedicated to the performer. The second half will be entirely Romantic music, consisting of the "Nocturne in F major" and five "Etudes" by Chopin, and the "Ballade No. 2 in B minor" by Liszt.

A Cincinnati Inquirer critic summed up Mr. Bar-Illan's talent lavishly when he wrote, "If any pianist of this era inherits the mantle of Arthur Rubenstein, it will be David Bar-Illan."

Ten \$800 grants for minority scholarship for 1969-1970 authorized by Board of Trustees

Next week Mr. Abraham Davis, Mr. Pocock and a yet to be determined third member will meet to formulate concrete decisions concerning the individuals and implementation of the minority scholarship enterprise. Headway on this project has progressed over the last month from the theoretical and speculative stage as the Houghton Board of Trustees authorized the awarding of ten \$800 grants for the 1969-1970 school year.

The primary determinations which confront the three man committee are two. First, what exactly will constitute the designation "minority" — who will be eligible to receive the scholarship, and what will the admission requirements be. Secondly, it will have to be resolved what academic standards the recipients will be required to

maintain, how intense will the curriculum be, and what program of individual attention and help must be established.

The Public Relations Office is embarking upon a drive to inform and recruit potential minority students. Mr. Pocock is engaged in correspondence with Dr. Clyde Taylor, president of National Association of Evangelicals, who is in full support of this undertaking. Mr. Pocock informs that Houghton is "currently canvassing possible students, sending feelers out in several directions" and is presently in touch with crucial links with minority communities such as evangelist Tom Skinner, Reverend James Ridgway of Jersey City and a Negro evangelical church in New York City.

The Admissions Office has already received several applications from Negro students, independent from the scholarship program. Houghton looks with expectancy to receiving match-

Intra-campus interview shows opposing opinions concerning semester system

by Lois Gridley

Approximately one-third of the student body expressed its opinion in an intracampus interview on a change in Houghton's semester system. Over eighty percent of those answering indicated that the present system of "final exams after Christmas" is not satisfactory, but from this consensus several views diverge.

Sixty and one-half percent of the dissatisfied group favor a "4-1-4 system which would include an interdisciplinary study course for one month after Christmas vacation." Thirty-eight and a half percent of the dissatisfied group favor finishing first semester before Christmas, but do not want to adopt a version of the "4-1-4" system. The remaining one percent of the dissatisfied group did not favor any of the responses given; the three people comprising the percent offered no solution to their dilemma.

Sixteen and two-thirds percent of the ballots returned indicated satisfaction with the present system; semester break has advocates. Of the satisfied group, one third wouldn't mind a change in the system, as indicated by affirmative responses to at least one of the suggested revisions.

About half of the satisfied group didn't want any change in the present schedule. The remaining members would like to try a "4-1-4" system but do not want to finish first semester before Christmas vacation. The ten people in this segment,

like the totally dissatisfied three, offered no suggestions as to how their idea could be worked out.

The poll generally indicated interest coupled with confusion concerning the "4-1-4" type of system. Questions written on the poll letters showed worry that second semester would extend into June, though August would be a more likely target for extra weeks of study in the fall semester. Students who supported the "4-1-4" concept often did so with several check marks and an exclamation point. However, it appears that many who understand the proposed system are against it.

The most definite conclusion

drawn from the poll is that a first semester ending before Christmas would meet with enthusiasm from many students. The second conclusion is that Houghton students are eager to express their opinions and suggestions. Although the poll letter did not request comments, many participants asked for more information on the "4-1-4" arrangement, and a few suggested alternate systems. One questionnaire bore the capitalized command to "Listen to Dr. McCallum!" which may have been advice about the poll or just a helpful suggestion. Many students wrote relevant comments, but only one (.27 percent) signed his name.

Student Senate sponsors Graduate Study Seminar

by Frank Gillet

Are you considering graduate study when you leave Houghton? Does the job you expect to take include further specialized training? Is a Master's Degree required in the state where you plan to teach? If you answered "yes" to any of these questions, you should definitely plan to attend the Student Senate sponsored Graduate Study Seminar on Saturday, February 15th.

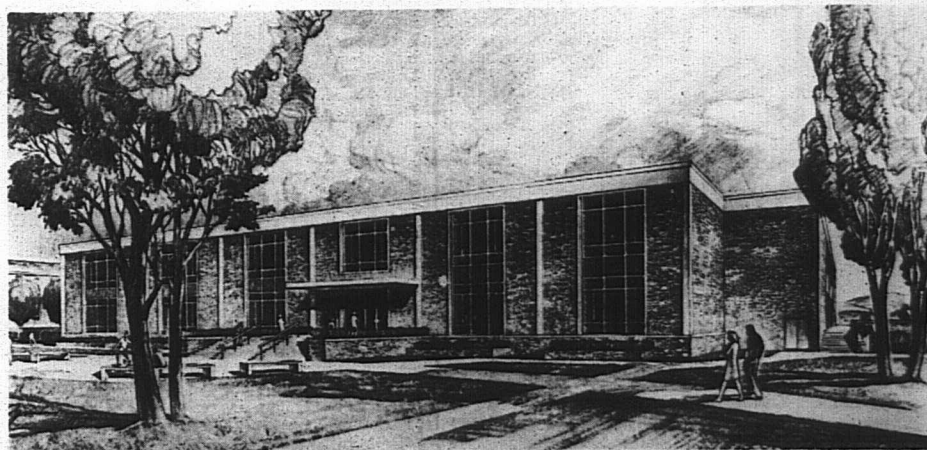
The purpose of the Graduate Study Seminar is to provide students, particularly sophomores and juniors, with relevant information about graduate schools and education on that level. A student can leave his undergraduate institute well prepared for further study if he takes some time to plan for it. The intention of the Graduate Seminar is to aid the student in this planning.

The opening session of the Seminar will be held in Presser Hall beginning at 3:00 tomorrow. At this meeting Dr. James Barcus will be leading a discussion entitled "Preparation for Graduate Study." Having recently

completed his doctoral work, Mr. Barcus is well acquainted with the present requirements of graduate schools. At the close of this session, approximately 4:00, the Seminar will break up into small discussion groups for specialized fields of study. During this time, students will have the opportunity to talk with those who are presently doing graduate study in their particular field at nearby universities. Among the areas covered will be English, science, theology, business and music.

The Seminar will close with a dinner meeting in East Hall. After the dinner, Dr. Abraham Davis and Mr. Irwin Reist will present a dialogue entitled "The Philosophy of Graduate Study." This discussion will be of definite value to the student since both of these men are currently involved in graduate study.

Sophomores and juniors are welcome to attend any one of the sessions but the Senate urges that if at all possible you plan to attend all three meetings to receive maximum benefit from the program.



Houghton will begin, hopefully this spring, to build towards this architect's vision of the proposed Campus Center. Last week's STAR mistakenly printed a view of the Science building in place of the Campus Center.

Houghton Star

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Scheduling revisions

The results of the recent *Star* poll among the student body concerning academic scheduling are a clear indication that most Houghton students feel a change from the status quo would be a change for the better. Although only 33.8% of the student body returned questionnaires, the fact that 83.4% of these students felt that the present system was unsatisfactory makes extrapolation of the results to a general student sentiment acceptable. A recent editorial suggested that scheduling reform was needed; the student body has given strong support to the suggestion. It would be wise for policy-makers to realize the current sentiment and begin serious discussion and action in response.

— Stephen Coupland

Black Houghton

One unpleasant aspect of our new (and happily) found concern for education of minority groups has been conveniently denied a hearing; perhaps because this subject has been, on first thought considered irrelevant to our present situation. This aspect is the strong influence any significant number of black students will have on curriculum policies; especially their reaction to administrative slackness in not providing for a black studies department and not hiring more black professors.

My thesis is, simply stated, that a black group at Houghton will react in the same way black groups on other campuses have reacted, if changes are not made to effect additions to the present curriculum which will satisfy the black students' desires to identify with their heritage.

It should be noted, at the risk of seeming tedious to some, that Houghton has been, through its history, an exclusively white, middle class oriented, institution. Concern for American blacks has been tokenistic and paternalistic at best. Any feeling of moral responsibility to aid in restoring humanity, heritage, and virility to American blacks, even within the brotherhood of the church, has been sidestepped; usually with the comment "We treat everyone equally here" and "Anyone who qualifies may enter the course of study here." I hope that the College has finally realized that when a people are denied humanity and treated like animals for four hundred years of American history, there may be (are!) grounds for special treatment.

It is a modern tragedy to find that we do not learn from history. But possibly, in this case, we can be spurred to take action when the history is chronologically so close at hand, and conditions are so parallel.

Within the last few weeks prestigious Harvard and Yale Universities, which have so far miraculously escaped riots and student takeovers, have recognized a lesson in recent history and have seen the urgency for providing for relevant black education. I hope we will follow the same wise course.

The time is right, now, to begin serious work on a Black Studies Department, rather than waiting until a situation forces the action; rather than waiting for the BSU to occupy the administration building to dramatize their feeling of alienation in a white bodied, white minded, white-wash storied educational institution. It will be too expensive to wait until the inevitable forces the unprepared for.

— Edward Merzig

Houghton Star

ESTABLISHED FEBRUARY, 1909

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Christian Church is growing in predominately Muslim Indonesia

The Gospel in South East Asia
3rd in a series
by Dave Hicks

Spice Islands, Netherlands East Indies (until 1949), Malay Archipelago, home of the renowned Java Man. Three thousand pieces of this fifth largest nation in the world (by population) lie suspended between the southern tip of the Malay Peninsula and Australia.

Our travels are confined to the fertile island of Java, which holds sixty-five percent of Indonesia's 110 million people.

Indonesians are religiously-minded. Their history is largely a record of successive waves of influence by the four most significant living religions. Two thousand years ago, Hinduism and Buddhism swept in from India. Today the tourist-gear island of Bali represents the only concentration of Hinduism in Indonesia. Most of the Buddhists are members of Indonesia's community of 3 million Chinese.

Arab and Indian traders brought Islam to Indonesia in the thirteenth century. By the seventeenth century, Indonesia was an Islamic state. Presently, about seventy-five percent of all Indonesians are at least nominal followers of the Prophet Mohammed.

During the colonial period, the Dutch emerged as king of these volcanic mountains and monopolized the natural treasures of

the Spice Island. They brought the Dutch Reformed or Presbyterian Church along with them. Most Christians are in the Reformed tradition.

The modern, post-colonial nation of Indonesia is based on five unique principles called the *Pantja Sila*. These are: *Divine Omnipotence, Humanity, National Consciousness, Democracy, and Social Justice*. While traveling through the streets of Jakarta, it is not unusual to see four circles arranged in a square with a fifth circle superimposed in the center. These circles represent the *Pantja Sila*; and the most prominent circle always represents *Divine Omnipotence*.

With a strong majority of the population Muslim, it would have

been quite natural for the new nation to be based on Islamic Law in a way similar to Asian neighbors, Pakistan and Malaysia. But the *Pantja Sila* supplies and guarantees tolerance within Indonesia's religious diversity.

Indonesia's first president, now in enforced retirement, Sukarno — himself a Muslim — promoted the *Pantja Sila* as not merely the concept of *Divine Omnipotence* of one single religion but, "the concept of *Divine Omnipotence* which gives room to all men who believe in God."

The government actively encourages religion. This is a major factor in the much publicized recent growth of the Church in Indonesia.

Harvard committee recommends Afro-American studies program

CAMBRIDGE, Mass. (CPS) — Calling the history of black Americans "a legitimate and urgent academic endeavor," a faculty committee recommended creation of a degree program in Afro-American Studies at Harvard University last week.

Changes in Harvard's investments, recruitment, social life, and cultural affairs aimed at improving the status of blacks were also urged.

The committee report no doubt gives moral support and legitimacy to blacks on other campuses who for the past two weeks have taken overt actions to dramatize their demands.

Among the Harvard recommendations are more black professors, administrators, and research personnel; a social and cultural center for the blacks; vigorous recruitment of black graduate students; greater emphasis on the experience of blacks in all courses; and more research in Afro-American Studies.

The committee noted that "black students feel alienated from, even neglected within, Harvard." It called the absence of courses in black culture "the single most potent source of black students' discontent" there.

Student fares declared illegal

WASHINGTON (CPS) — Students and others who are low on cash have usually relied on buses for interstate transportation. But since 1966, young people have realized they could fly for about the same cost, with a tremendous savings in travel time and comfort.

The advantages of air travel are obvious, even to bus line officials. Concerned that students are no longer leaving the driving (and profits) to them but to the airlines, they challenged youth fares.

A court order required the Civil Aeronautics Board to listen to the bus companies' complaints, and last week a CAB examiner ruled that the youth fares are indeed discriminatory against adult passengers who must pay full fares.

Under CAB procedure, the cut-rate fares will be abolished unless a petition requesting a review of the decision is filed by Feb. 22.

Letters to the Editor

Dear Editor:

I was surprised to be told when I entered the library last Saturday evening that the building would be closed during the service which was to take place in the village church.

I was told that the "main thrust" of the college that night was pointed toward the special meeting. Yet in Wellsville at the same time the college had an intercollegiate basketball game. I question the "true thrust" of the college that night. I am not saying necessarily that the game should not have been played that night. I realize that the date and time for it were set long ago. I can also appreciate the scheduling of the special meetings the week Dr. Rees could be here. Nevertheless, if the "true thrust" of the college was directed toward the meet-

ing, would it not have been better to forfeit the game and close the library? If that was not the "main thrust," and apparently it was not, since "pers" were given for the game, the library should have been left open for students who wanted to study there.

Another reason for my questioning the "true thrust" of the college's directing students to the meeting that night is that the service was not held in Wesley Chapel on Campus as every other night. Was the choice of the village church with its smaller auditorium capacity proportional to the expected turnout?

I wish to make one further comment on this matter. The librarian in charge that night informed me that it was hardly worth keeping the "laboratory of learning" open for just a dozen students. (When the library closed however there were more than a dozen students.) Moreover, it is my contention that the library should be open for even one student provided that he has paid his college fees and has need of its facilities.

Sincerely,

Richard A. Swanson

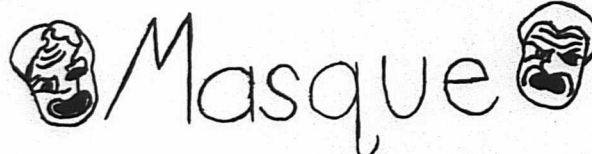
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Dear Editor:

In response to Nick Chamberlain's letter of last week, I add a hearty Amen!

Sincerely,

Nancy E. Cassaday



Feb. 14 - 22

Muhammed Ali—"Black Power", Cornell University, Sun., Feb. 16, 7:30.

Steven Schwarzschild, "The People of God En Route," and "The Search for Identity: Vain Enterprise," Cornell University, Sun., Feb. 16, 11:00 a.m. and 8:00 p.m.

Glen Yarbrough Concert, Fredonia, Fri., Feb. 14, 8:15.

F.L. Kunz, founder of the Foundation of Integrative Education, Geneseo, Thurs., Feb. 20, 3-5.

A Delicate Balance, Rochester Community Players, Fri., Feb. 14-Sun., Feb. 16.

The Homecoming, Buffalo Studio Arena Theatre.

THE DRAFT

Negotiating the Ill-Lighted Channels of the Selective Service System

by David Phillips

First Special Article in a Series on Important Issues Facing Students

Mr. Phillips is a first year student at the University of Pennsylvania Law School. As an undergraduate, he organized and directed a reputable draft counseling center at Columbia University several years ago.

The STAR is grateful to the publisher of MODERATOR magazine and to the author for permission to republish this article.

It is difficult to spend an hour on any American campus without becoming aware of a little old three-star general. He hangs around cafeteria tables at lunchtime, turning the conversation to himself. He sits distractingly in the back row of every classroom; he reads over people's shoulders in the library. He mocks the applicants to graduate schools; he clouds the marriage plans of lovers. He is everybody's roommate.

He is, of course, Lt. Gen. Lewis B. Hershey, and it is not his own presence which haunts the campuses but that of the military draft, which he administers and personifies. Perhaps no concern is more widely felt among college men.

Inseparable by now from the system of the military draft is the War in Vietnam, which makes morally repugnant to many and physically dangerous to many more a prospect which would in any event have been highly inconvenient for everyone. The question is no longer merely "Will I be drafted?" but "Will I be sent to Vietnam?" (and consequently "Will I go?" and "If I go, will I come back?").

If nothing else, the War in Vietnam has made today's draft-age men aware of the immediacy and urgency of his choice. There are only three possible responses to the draft: "yes," "no," "not if I can help it." Those who say "yes" become soldiers, reservists or guardsmen. Those who say "no" (unless they seek and secure classification as conscientious objectors) become felons or exiles. Those who say "not if I can help it" must try, along with the CO's, to negotiate the perilous and ill-lighted channels of the Selective Service System.

The Selective Service System is an administrative monstrosity. The National Advisory Commission on Selective Service last year conceded that the System has been "outgrown," that it generated "needless inequities and confusion," and that its post-Civil War concept of "boards of civilian neighbors" was antique and only workable, if at all, in highly rural areas. Almost ev-

eryone (except Gen. Hershey, who defends it on the ground that, "you can do almost anything under this law, which is more than you can say for a great many laws that are on the books") is agreed that the System is in desperate need of an overhaul, and almost everyone is agreed that it will not get one. And so it creaks on, obliging its millions of registrants to try to figure out how it works.

It is not easy to understand how it works. It is at least a full-time job to maintain a decent level of expertise in handling draft problems. A steady supply of trustworthy, up-to-date information is essential, and such information is difficult to find. The closest thing to a systematic explanation of Selective Service takes little account of the tactical and strategic techniques developed by law counselors; still it weighs over six pounds and is growing rapidly. No one has ever attempted to codify the various, independent and constantly changing practices of local boards. The 4082 local boards, 92 appeal boards, and 56 state directors who operate the System have vast latitude to interpret and administer regulations which are often ambiguous and which they frequently misunderstand.

Lacking the time, training and experience to make a truly well-informed response to the draft, many people combine a superficial knowledge of the regulations with equal portions of anecdote and superstition, and try with this preparation to keep themselves out of the army. That it works as often as it does is astonishing.

DEFERMENTS

Everyone has a theoretical obligation to perform military service. At present it is not considered necessary or wise to demand of everyone (women, infants, veterans, cripples, dotards, etc.) fulfillment of this obligation and Congress has by law restricted the class of persons now liable to military service to males between the ages of 18½ and 35.

But since not all the members of this class are needed for the army's purposes, and since as a practical matter some are unable to serve, or are needed elsewhere, or are thought to be entitled to exemption as a matter of public policy, the Selective Service System has established an apparatus of exemptions and deferments. They are arranged in an order of priority, although, in fact, registrants in classes other than 1-A, 1-A-O,

and 1-O are not called. This apparatus consists of 18 classifications which, with subdivisions, separates males of draft age into approximately 30 distinct categories. Some are of little concern to college students; others provide hope of temporary or permanent relief from the threat of being called to service in Vietnam.

SERVICE CLASSIFICATIONS

Class 1-A is the class from which soldiers are drawn. It is everyone's residual classification; a registrant is placed in Class 1-A if he cannot establish, or has failed to establish, eligibility for a lower classification.

Class 1-A-O designates conscientious objectors who are prepared to perform non-combatant military service. Conscientious objectors who are unwilling to serve in the military in any capacity, but who are available to perform the alternative service of civilian work contributing to the maintenance of the national health, safety, or interest are placed in Class 1-O.

These are the "service classifications." If you qualify for one of these and for no others, there is a good possibility you will be drafted. The probability of that occurring is determined by a complex "order of call," the most important provisions of which, for general purposes, mean almost certain safety for men under 19 or over 26.

DEFERRED CLASSIFICATIONS

If you qualify for one or more of the other fifteen classifications (regardless of whether you also qualify as a conscientious objector) and if you can establish your qualification to the satisfaction of the Selective Service System, you will be placed in a deferred or exempted class. So long as you hold one of the classifications listed below, you will not be drafted. It must be emphasized that no classification is permanent; having once been given deferred status by no means ensures continuation in that status if your local board determines that you no longer qualify for it, or if (as has happened recently in the cases of the graduate II-S and the height-limit IV-F) the standards for the classification are altered.

Class 1-S is a statutory deferment. Class 1-S(H) is for high school students under twenty. Class 1-S(C) is primarily for college students who have been drafted, but who need time to complete the school year. It is not available to graduate students who have requested and

received II-S classifications after July 1, 1967, or to anyone who has held a 1-S(C) classification before. Legitimate application for 1-S(C) results in automatic cancellation of an outstanding induction order and not, as is sometimes thought, in its mere postponement until the end of the academic year. An academic year is defined as twelve months — if that much time is needed to complete the required fraction of the course of study. (See II-S).

Class 1-Y: Not qualified under present physical, mental or moral standards, but acceptable in time of war or national emergency (which, as of the present writing, this is not). This is used for registrants who are almost IV-F, and for special situations in which disability may be temporary — for example, a registrant under court custody but on bail or conditional probation, or who is afflicted with a physical condition which may respond to treatment, etc. This classification is also used for "security risks" and other extenuating circumstances.

OCCUPATIONAL DEFERMENTS

Class II-A: Essential civilian occupation other than agriculture or study. There used to be a list of qualifying occupations, but this has been suspended, and the requirement that a II-A occupation "contribute to the maintenance of the national health, safety or interest" has been joined by a parallel requirement that it "serve an essential community need." The result is that the general lack of national standards which so disturbed the National Advisory Commission has exploded into utter chaos. No one knows what the present criteria mean, how they relate to each other. Every jurisdiction interprets them differently: some state appeal boards are freer with the II-A than before now and some give none at all. The old standards included working for a governmental agency, public school teaching in areas of teacher shortage, work of a highly skilled nature essential to industry, work contributing directly to the war effort, and service in the Peace Corps. It is now impossible to say as a general thing what will get a man a II-A: it is largely a matter of the fancies of local boards, appeal boards, and state directors.

If any pattern can be observed, it is that public school teaching is more likely to be safe than are most other professions, and that the Peace Corps is de-

clining in the System's favor, especially for registrants over 24.

There is an elaborate set of formulas affecting II-A classification for apprentices, but this is unlikely to affect college students. Junior college students, by special decree, are entitled to the II-A.

Class II-C: Deferred for activity in essential agricultural employment. The qualifications for II-C are complicated and variable, and it is recommended that the advice of the county agricultural agent be sought.

STUDENT DEFERMENTS

Class II-S: Deferred for study. This is mandatory for undergraduates who are satisfactorily pursuing a full-time course of study leading to a baccalaureate degree. A student pursuing a full-time course of study will ordinarily complete 25% of the degree requirements during the first 12 months of a four-year program, 50% by the close of the 24th month, etc. A university minimum credit load requirement may be accepted if evidence is provided that the student will soon get back on schedule. The fractions are adjusted appropriately for five-year undergraduate programs. It is required that the course of study will have been uninterrupted except for vacation period since June, 1967, unless during the period of interruption the student qualified for, and received, a II-A or a IV-D. It is required as well that the student be less than 24 years old. Undergraduates failing these requirements may be able to secure II-S anyway, but on an entirely discretionary basis.

Professional students in medicine, dentistry, osteopathy, optometry and veterinary medicine are eligible for class II-S. Other professional and graduate students are eligible if in at least their third year of study toward a degree; no more than five post-baccalaureate years will be allowed for completion of graduate study.

Grades, class standing and field of study are no longer used to determine eligibility for II-S.

Under a new State Director Advice Memorandum, graduate students who have matriculated "in good faith" and who have progressed substantially toward completion of the semester may be granted a postponement of induction until the end of the semester (or equivalent). Postponements for other reasons or according to other formulas may possibly be obtained by infor-

mal negotiations with the local board or state director's office.

It is worthy of note in this context that, because of the new II-S rules and the age provisions of the order of call, the ratio of college graduates to non-college graduates drafted each month jumped from 1:25 before February to 1:7 in August. In September the ratio was 1:5, in October 1:4, in November it will be 1:3, and it promises to continue climbing at this rate.

A II-S carries penalties when granted at the registrant's request: the graduate I-S(C) and the fatherhood III-A will no longer be available to him. The "Certification of Student Status" form customarily filled out at college registration is not a request, but often elicits the II-S classification as a matter of local board routine. It is therefore wise for students who have not requested II-S since July 1, 1967 to await developments before requesting it. Seniors who want to preserve eligibility for the mandatory fatherhood III-A may rely on the I-S(C) to see them through the final year.

The Scientific Manpower Commission (not a government agency) offers 3 booklets useful in understanding occupational and student deferments. They are:

1967 Draft Act (25 cents)
New Draft Rules (50 cents)
Draft Facts for Graduates & Graduate Students (50 cents)
The address of the SMC is 2101 Constitution Ave., N.W., Washington, D.C.

Class I-D: A statutory deferment for members of the Armed Forces Reserves, the National Guard, cadets, midshipmen, and (generally speaking) members of college military training programs. Students at five recognized military colleges are also entitled to I-D.

HARDSHIP DEFERMENTS

Class III-A: The hardship deferment. This is a mandatory classification for fathers living with their children, except for fathers who have requested and received a II-S deferment after July 1, 1967. It is discretionary in cases in which induction would create extreme financial hardship for the registrant's dependents (remember in calculating this that the Army will match pay allotments servicemen send home). The III-A may also be given if, in the opinion of the local board, the induction of the registrant would cause extreme emotional hardship to his dependent(s). Emotional dependency is usually rather difficult to establish, but with the help of extensive documentation is by no means impossible.

Common-law marriages count as marriages for the purposes of III-A deferments, and a child need not be the issue of one's body to entitle its "father" to a mandatory III-A.

Class IV-B is reserved for the Vice President of the United States and a few other officials.

Class IV-C is the category for aliens who, although required to register, are not currently liable to serve. To qualify for IV-C an alien must neither have been admitted to permanent residence nor have been in the United States for longer than a year. A non-resident alien will be placed permanently in Class IV-C (and thereby exempted from military service) on application, but such application forever debars

him from acquiring American citizenship.

Class IV-D: Ministers of religion and divinity students. To qualify for the IV-D a divinity student must be preparing for the ministry under the direction of a "recognized" church or religious organization and either be a student at or be pre-enrolled in a "recognized" theological school. No procedure is provided for "recognizing" either churches or schools. Jehovah's Witnesses do not usually qualify for the IV-D, but are customarily offered the I-O instead.

FAILING THE PHYSICAL

Class IV-F: Not acceptable for any service under present physical, mental or moral standards.

Mental standards refer to the Army Intelligence Test, which no college man can fail credibly. Moral standards refer to prior trouble with the law (except, of course, the draft law). A record of arrests and convictions will by no means ensure unacceptability, and even in cases where it otherwise would an establishment called the Armed Forces Moral Waiver Determination Board can accept a man anyway, whether he wants them to or not. You can't really get anything you want at Alice's Restaurant.

The physical standards, (including the psychological standards), are the important ones for prospective draftees. People who do not pass them cannot, contrary to popular notion, legally be accepted for non-strenuous duty except by special dispensation from the National Director under a regulation intended and used for other purposes. People with an ailment which will respond to treatment are not obliged to have it treated if they wish to continue to fail the physical examination, and it is illegal to induct a man who does not meet physical standards and then proceed to correct his ailment in the service.

The physical/psychological standards for induction into the peacetime army are contained in Chapter 2 of Army Regulations AR 40-501, which are theoretically available for public inspection at Army examination stations and is definitely available in depository law libraries. (This is the so-called "Surgeon General's List." If you intend to consult it, be certain the latest changes have been inserted.) It runs to twenty highly technical pages, and is best discussed with a draft counselor.

Physical claims should be submitted as early as possible (subject to strategic considerations of timing) and should be accompanied by thorough documentation. Letters from physicians should stress the hazard to the health of the registrant that army training and service would involve; the army is not anxious to induct men who will waste expensive training by flunking out and for whose subsequent medical care the government will be responsible.

Army doctors, as well as being a suspicious lot, are notoriously sloppy. A spectacularly high number of men who pass the pre-induction physical examination subsequently fail the shorter but more serious induction physical inspection. Local boards are supposed to have a "medical adviser," and it may be a good idea to see him first if your symptoms are reasonably

objective. A parallel appeal structure, through channels of the U.S. Army Recruiting Command, is available to registrants claiming disqualifying physical conditions. It should be used with extreme care and with the assistance of a counselor; it is considerably more alert and efficient than the Selective Service appeal channels.

A registrant who has completed his military obligation in the American armed forces or in those of certain allied nations is placed in **Class IV-A**. So are "sole surviving sons": these are all men whose brothers died or were totally disabled in the line of military duty or as a result of service-connected illness or injury, and only sons whose fathers died or were totally disabled under similar conditions. The extent of a disability and whether it was service-connected are determined by eligibility for Veterans' benefits.

Men over the age of 26 who were never deferred for any reason are entitled to classification in **Class V-A**. Almost all deferments extend the age of theoretical liability to 35. It should be noted that most registrants who attain the age of 26 without an induction order outstanding will be safe; although they may remain in **Class I-A**, they will be protected by the order of call provisions. Prior II-S status will not impair this protection under present rules.

Class I-W: Conscientious objectors called from **Class I-O** and performing assigned civilian work as alternative service. This corresponds to **Class I-C**. After completion of two years of civilian work the I-W registrant becomes I-W (Released), which corresponds to IV-A.

Class I-C: Member of the Armed Forces on active duty. Also available to officers of the Public Health Service and the Environmental Science Service Administration.

The Doctor Draft: Many of the classifications discussed above have special provisions for physicians, dentists, osteopaths, optometrists, veterinarians and male nurses. These provisions (except for the graduate II-S) are uniformly disadvantageous to registrants: they may be drafted under looser physical standards, they are not protected by the order of call provisions after 26, they cannot be given a mandatory III-A, etc.

SUMMING UP

The process of classification, as Selective Service has rightly indicated, "is the key to selection." To avoid selection legitimately, a registrant must either be very lucky or be eligible for one of the 15 deferred or exempt classifications. It is usually necessary to provide supporting evidence of eligibility for a claimed deferment. Such claims are directed in the first instance to the local board, and certain rights of appeal are provided. Claims may be transferred on appeal to the appeal board jurisdiction over the area in which a registrant is living or, for II-A claims, working; this procedure is most often employed in II-A claims, but I-O claims are sometimes transferred. II-A and III-A claims may be made on the registrant's behalf by others.

It is important for registrants who wish deferred status to inform themselves fully of the provisions of the law and reg-

ulations, and to prepare their claims with extreme care. When claiming a discretionary deferment, it is usually a good idea to seek expert advice; it cannot be emphasized too strongly that this article is no more than a summary of the main points and must under no circumstances be used as a substitute for such advice.

SAYING "NO"

One way to say "no" to the draft is to request classification as a conscientious objector (see below). This is by far the most common method, but it requires qualifying one's "no" with a certain amount of "yes": No, I will not serve in the armed forces, but yes, I will cooperate with the draft system in order to secure CO status; yes, I will perform civilian work if ordered to by my draft board; yes, I will accept an exemption it would be vastly more difficult to obtain if I were not both white and college-educated. For some people, however, this is not enough, and they determine to force a confrontation with the system.

The Military Selective Service Act requires a registrant to perform certain duties, among them retaining possession of his registration card and most recent classification card, presenting himself when ordered to do so for an Armed Forces Physical Examination, and reporting for and submitting to induction when lawfully ordered to do so. Failure to perform any of these duties renders the registrant liable to be declared a draft delinquent and ordered to immediate induction. It is also a felony punishable by a prison sentence of up to five years (possibly longer under the provisions of the Youth Correctional Act) and/or a fine of up to \$10,000.00.

In addition to being a dramatic and unambiguous way of renouncing cooperation with the Draft system, destroying or returning one's draft card is the surest way of forcing a confrontation. People who choose Resistance will not only not seek a safe classification, they will also refuse to accept one (such as IV-F or the mandatory II-S) granted them without any effort on their part. By and large, they prefer an active stand of non-cooperation to the relatively passive act of refusing induction. One remarkable thing about Resisters is that so many of them would never have been classified I-A at all but for their deliberate refusal to cooperate with the System.

Resistance is a brave posture. Opinions vary as to its political effectiveness, and of course its sufficiency as an ethical witness is an individual matter. But it is generally conceded that the value of Resistance is in its deliberate and conscious quality, in the act of going to prison on purpose rather than obey or evade the draft law. From this it follows that an act of Resistance must be very carefully thought out. What is it supposed to accomplish? Will the contemplated act move toward that goal or toward another? (No one should ever attempt a challenge to the constitutionality of the draft law or any provision of it without first getting first-class legal advice.) Will the statement it makes be the one intended? Is it worth it? Can you take it? Resisters go to jail. Five years may not be

too much to pay for an ideal, but it is assuredly too much to pay for an impulse.

CONSCIENTIOUS OBJECTION

The phrase "conscientious objector" brings forth in people's minds images of Quakers and Mennonites, of medical corpsmen and World War I ambulance drivers, of Civilian Service Camps and federal penitentiaries. Most of these images are valid, but the application of the phrase is much broader than that. Perhaps first some misconceptions should be cleared away.

To be a conscientious objector, it is not necessary to be a Quaker, or indeed to be a member of any religious sect or organization. If you are a member of a religious group, it is not necessary that your beliefs conform to the majority view within the group. In fact, it is not even necessary to believe in God in any conventionally recognizable sense. It is not necessary to have any history of peace activity, or to be able to establish a "record." It is not necessary to be a religious pacifist, or indeed a pacifist at all, and you are not required to refuse to defend yourself physically or to permit the villains who populate the imaginations of draft board members to rape your grandmother. It is not necessary to go to prison if your claim is denied, or to be a medical corpsman if it is granted. And a CO classification is by no means impossible to obtain.

What is required is that you oppose participation in war in any form. The Military Selective Service Act of 1967 defined a conscientious objector as one who,

"by reason of religious training and belief is conscientiously opposed to participation in war in any form. As used in this subsection, 'religious training and beliefs' (sic) does not include essentially political, sociological, or philosophical views, or a merely personal moral code."

However, this does not mean quite what it says. In *U.S. v. Seeger* (380 US 163) the Supreme Court held that:

"While the applicant's words may differ, the test is simple of application. It is essentially an objective one, namely, does the claimed belief occupy the same place in the life of the objector as an orthodox belief in God holds in the life of one clearly qualified for the exemption?"

If so, it qualifies. Seeger claimed to hold "a religious belief in a purely ethical creed." This was not a "merely personal moral code" because it was held religiously; the essential point now is not so much what you believe but how you believe it. Recent Congressional attempts to narrow Seeger have succeeded, if at all, only in broadening it. In a recent case, an applicant who insisted on a non-religious claim was told that it nevertheless was religious under Seeger. It is difficult to imagine under the present rule a sincere claim of conscientious objection not construable as "religious."

This article will be continued and concluded in a special six-page issue next week.

Despite a cranky bus, Band manages to complete tour

by Carol Metzger

Experiencing a maximum number of bus breakdowns and set-up difficulties, the College Band and Wind Ensemble managed to produce six concerts in five days (with a minimum of teeth gnashing) during the semester break recess. The forty-nine passenger bus developed a case of "bulging tire" the first day which caused a four-hour delay — three hours away from the first destination — a Sunday night service in Scotia, New York. The congregation nevertheless resorted to an hour-long singspiration until the band finally stormed on stage with the very suitable *Mayflower Overture*. The bus pulled other tricks throughout the tour — frozen brakes, "don't feel like starting this morning," and "guess I'll coast into Perry on the way home."

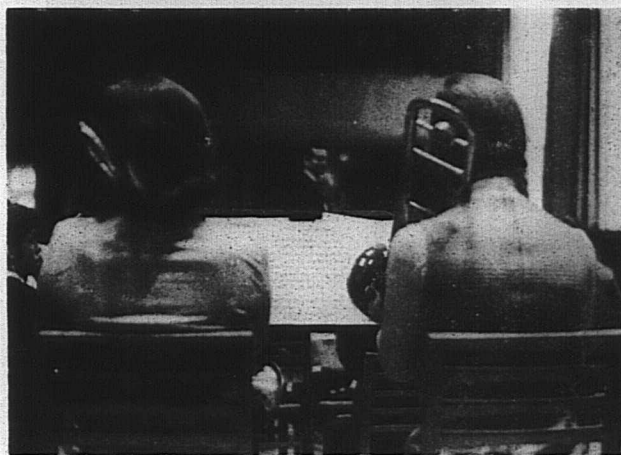
Every church and school presented the set-up crew with

unique and sometimes seemingly impossible conditions. One never knew whom or what section of instruments he'd be sitting next to or whether he'd be on stage with most of the band or on display in front of the stage with none of the band. Improvisation was imminent — tubular chimes suspended from a coat rack, a pipe and two music stands or a fellow band member's hand!

Besides giving concerts in the Albany and Boston areas, the band was able to do some sight-seeing — a rather icy Walden Pond, homes of Thoreau, Emerson and Louisa Mae Alcott, the Lexington-Concord battlefield, and the battleship Constitution or "Old Ironsides."

Leaving the impromptu world of overstuffed suitcases, palm reading and church dinners, the still-readjusting band opens the new semester with eyebrow-raising contemporary music and

local concerts. A pops concert will compose fifty-percent of the Dean's Program March first. (The other fifty percent will be the College Choir). In April the band and Wind Ensemble will present separate concerts and in the spring the band will also perform two school concerts in the Buffalo area. The Contemporary Music Festival the first week in May will feature the band in a chapel.



The Houghton College Band, under the direction of Dr. McNiel, completed a concert tour in New England over the semester break.

The two books of the semester examine suffocating orthodoxy and thought-form

by Sandra Duguid

Kaleidoscopic and bitterly witty, *Christ the Tiger* is the story of one man's experience. It is an examination of Thomas Howard from childhood's massive effort to get cozy through early adulthood's Bohemian desires. It is Howard between a familiar world of orthodoxy in which he could no longer breathe and "the world." He protests the trappings of religion, divine authority being attributed to taboos and, most provocatively, "the limitations of orthodoxies to appeal to certitude."

Howard dismisses certitude as a philosophical impossibility. "Along with innocence and immortality, certitude is one of the things that has tumbled into the hiatus between pure knowledge and the world we inhabit." Subtly, he speaks of the "figure" of Jesus, the "figure" of Immanuel and of an Incarnation and a Redemption that are "far from verifiable." Finally opting for subjectivity, Howard concludes with a weak smile or a mild

sigh, neither of which is satisfying.

It is to such an existential religiosity and to a more gasping despair that Dr. Francis Shaeffer addresses his book, *Escape from Reason*. He states that the Christian faith makes sense; the rub is not in the Gospel, but in our failure to understand the thought-form of modern man. In his brief outline, he describes this two-story thought-form, its philosophical and historical development and

its implications in literature, art and music, theater and cinema, television and popular culture. To this panorama, however enlightening, he forfeits a graceful style.

Both books should appeal to the student in a Christian liberal arts college who desires to communicate his faith to his generation. If *The Tiger* rages only to accept a nylon tether, *Escape from Reason* begins to provide it sinews.

Mr. Peter Blackwell was speaker at recent sign language retreat

Two weekends ago 12 members of the Sign Language Seminar went to a retreat at Camp Arrowhead Awana in Brackney, Pennsylvania. The special speaker was Mr. Peter Blackwell, principal and psychologist at the Rhode Island School for the Deaf. He related some of the communication problems involved in working with the deaf, especially in the area of witnessing.

The deaf, because they do not tend to think in the abstract, often have difficulty understanding how to accept Christ. He also stated that people should

not work with the deaf out of a feeling of pity or to satisfy some emotional need because this could add to the psychological problems deaf people face as a result of their handicap.

Other special guests included Coleen Kelleher, teacher at St. Mary's School for the Deaf in Buffalo; Doris MacDonald, counselor at the Mississippi School for the Deaf; Andrew Conrad, also from the Rhode Island School; Bill Tipton, a graduate of Gallaudet College; and Rev. and Mrs. Ennis, missionaries to the Jews and deaf in New York City.

Import of history of St. Valentine's Day for celebration at Houghton College

by Jeanne Willet

With Valentine's Day upon us once again, it may be profitable to us, as knowledgeable college students, to look back into the annals of history and examine the origins of this traditional

celebration.

According to legend, the feast of St. Valentine commemorates two saints of the same name who suffered martyrdom in Rome around the time of the emperor Claudius. The present-day celebration is not connected

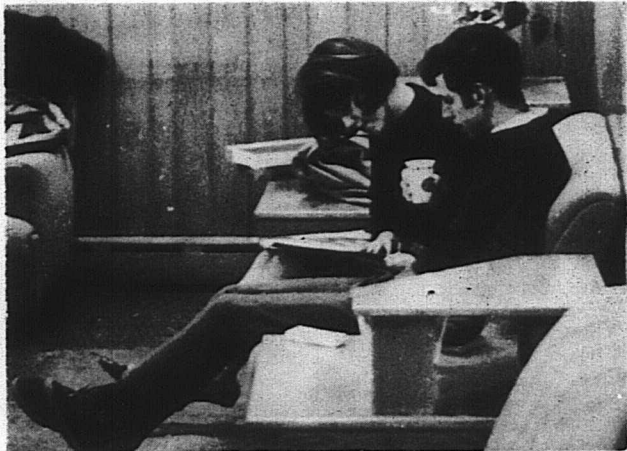
with either saint but rather seems related to a pagan Roman festival of the Lupercalia, which took place in the middle of February, or to the spring season in general.

What does Valentine's Day mean to the typical Houghton student in the twentieth century? Opinions vary from "a red rose" to sending nasty cards from Barker's to your girl friend. It is a heart-shaped chocolate cake with vanilla icing. It is a chance for seniors to legitimately send a card to the guy they've had a crush on for four years.

Another student recalls the second grade days when everyone brought a penny Valentine card for each member of the class.

Another says, "Valentine's Day shows the failure of the Admissions Committee to maintain an equal ratio of sexes on campus."

And finally, one student suggests that we use the new computer to match up couples on campus for a special Valentine celebration!



Happiness is Valentine's Eve with that special female companion. Seniors Sandy Collette and Jim Elliott hardly seem aware of the presence of a third party, Cupid himself.

Professor Alan Downer to lecture on "Love and Marriage" Wed.

Professor of English and Shakespearean scholar, Alan S. Downer will lecture on "The Game of Love and Marriage" on Wednesday evening, February 19, at 8:15 in Wesley Chapel under the auspices of the National Council of Teachers of English at the request of Dr. James Barcus. Currently Chairman of the Department of English at Princeton University, Professor Downer is a N.C.T.E. Distinguished Lecturer for this year. Professor Downer's specialty is drama, and his evening lecture will discuss the nature of comedy emphasizing its developing use of the love story in comedy by showing the search for a "harmonious relationship among men and women."

Wednesday afternoon at 3:00 Professor Downer will be conducting a seminar in current cinema in conjunction with Mr. Lionel Basney's drama seminar class. This session will be open to all interested students "especially English majors" according to Mr. Basney and will meet in the "round room" of East Hall.

Professor Downer's interest in the theatre, beginning with children's parts he did in stock companies in his native Syracuse, N.Y., has continued through A.B. and M.A. programs at Harvard, through his position as a member of the English Department and Director of Dramatics at Weels College, and on to his position at Princeton where he has played a major role in the development of Princeton's Center for the Performing Arts. Professor Downer has also written extensively

on the theater and has lectured abroad. At Princeton he teaches courses in the whole history of drama on both graduate and undergraduate levels, and conducts an undergraduate seminar in film analysis.



Professor Alan S. Downer

Original prints to be displayed on Feb. 21

The Houghton College Art Department will present a Ferdinand Roten Galleries exhibition of original prints by classic and contemporary artists from 2-9 p.m., Friday, Feb. 21. The prints will be on sale costing anywhere from five to one thousand dollars. Most prints are under one hundred dollars.

Mr. Wynn Ruff, a gallery representative, will be with the exhibition to answer questions. There will be more than one thousand etchings, lithographs, and woodcuts available by artists such as Picasso, Goya, Renoir, Chagall, and many others.



Freshman Tim Palma scores two Houghton points against Alfred in intercollegiate action.

Highlander ball club tripped 92-75 by consistently shooting Saxons

by Rick Johansen

Houghton College lost its bid Saturday, February 8, for the Allegany County Championship, losing to Alfred 92-75. The Saxons jumped to a 5-0 lead, as Houghton failed to get off a shot its first four times down the court. Finally, a 12-foot jump-shot by Tim Palma put Houghton on the board.

After keeping the lead from three to five points, Alfred scored eight straight to open the margin to 34-23 with three minutes remaining in the first half. Then Gardy Cronk scored four straight to end the half at 38-31. Both Steve Cummings and Cronk chipped in a field goal. Randy Johnson, Eddie Johnson, and Cronk made numerous steals, but the Houghton offense could

not capitalize on the opportunities. Alfred's Maher and Hammond controlled both boards, and Fabrikant, the game's highest scorer (25 points) worked smoothly around the court.

After an Alfred bucket on the second half tip-off, Palma scored and R. Johnson connected after a long pass from Cronk. Later, R. Johnson, the Highland highest scorer (22 points) made a beautiful steal and put in a lay-

up. However, from that point it was all Alfred; they were red-hot, hitting on over 60% of their attempts. Often scoring on second and third shots, the Saxons totally dominated their offensive board. The lead increased to 20 with eight minutes remaining. In the last few minutes Bowditch, McCarty, and Cronk scored; at the buzzer R. Johnson scored on a jump-shot to make the final score 92-75.



Although closely guarded, Seniors shoot for a basket in women's class basketball competition. The Senior girls defeated the Juniors 31-27.

The Class of 1969 clinches title with convincing victory over Junior men

The Senior men clinched the class basketball championship Monday evening with a convincing 84-54 victory over their rival Junior team. With the win the Seniors kept their undefeated season with a perfect 7-0 record.

Although the final score indicates an easy Senior victory,

the game began as a tight contest. The Juniors played determinedly in the first quarter and trailed by only two points at the quarter buzzer. The Seniors were not to be stopped on their way to the title, however, and soon in the second quarter began to pull away. They displayed the same finesse and ma-

chine-type ballplaying they exhibited against the Frosh last week.

As in other games this season, the Seniors used the unbeatable combination of sharp outside shooting and close shots by its big men to balance their attack. The consistent teamwork and rebounding ability of Hammond, Mayo, and Shea combined to rout the Juniors. Senior Al Hammond was the high scorer for the game with 23 points, followed by teammate Walt Mayo with 17. Shea and Fairchild also hit double figures for the Seniors with 12 points each. Stevenson was high man for the Junior team with 12 points. Fillmore and Hart each added 8.

Congratulations are in order for the Seniors as they rolled up another impressive victory and their second class title in their four years of competition. With two games left to play, the Class of 1969 appears to be headed for an undefeated season to add to their glory.

Senior girls nudge Juniors to win a closely-fought game 31-27

Continuing a long-standing but friendly feud, the Junior and Senior girls met Monday, February 10, for another game of the Class Basketball League.

Although the Seniors took an early lead in what turned out to be a rough-and-tumble contest, the Juniors moved up to a 17-13 half-time lead.

Reversing the momentum in

the second half, the Senior girls won by a narrow four points, 31 to 27.

Junior forward, Judy Stockin, scored 23 points, as well as playing a good defensive game. Linda Moore and Sharon Nestler also helped keep the game close.

Sharon Miller threw in 18 points for the Seniors, who were aided by Jan Smith's 6 points and Eva Fleetwood on defense.

Girls' basketball summaries disclose both houseleague and class tallies

Three leagues and twenty-four teams are evidence of the growing interest in girls' house-league basketball. The Blue Angels have had no trouble in securing five straight wins in "A" league competition. With no close competitors, they seem destined for first place. Gerties Girls (3-0) are leading in "B" league but are facing their biggest threat, the Gao Globetrotters (2-0), this Saturday. The Heavenly Bodies don't seem to have lost any skill since last year as they head for the "C"

league championship.

In girls' class competition, the Senior women appear to be headed for an easy championship. The strong and steady shooting strength of Sharon Miller, Jan Evans, and Jan Smith has pushed them far ahead of their competitors. The Junior team has been unable to gain a single victory yet this year. The Sophomores were the most formidable foes to their sister class. The unbelievable shooting prowess of Maryjane Greer has given her an average of over 20 points per game. The Sophs have lost to the Seniors twice, once by the narrow margin of 39-38. The inexperienced Frosh have not proved to be strong competition. They have a record of 1-3, their only win being against the Juniors.

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Correction: recheck of Soph team record

Immediately after the publication of the previous issue of the *Star*, it was brought to my attention by a few zealous members of the Sophomore Men's Basketball team that they had won three games out of six, not one as reported. While the writer readily admits that this erroneous account might have been avoided by seeking information directly from the team's captain, it seems the most logical place to seek such information is the Gym Office. This is where it was obtained.

After rechecking, I discovered that the official records were incomplete, and that the Sophs did indeed win three games: one against the Juniors and two over the Frosh.