

**INTERNATIONAL // GHANA
LOVE SHOULDN'T HURT|**
COLUMNS, P. 2-3

**LYRIC THEATRE RETURNS
TO STAGE|**
FEATURES, P. 4

**NEW ART
INSTRUCTOR|**
FEATURES, P. 5

**IN DEFENSE OF CAPITALISM
STUDENT STIGMA |**
OPINIONS, P. 6-7

**ARTIST OF THE WEEK:
GABRIELLE KETTINGER |**
FEATURES, P. 8

Election Day : November 6 2018

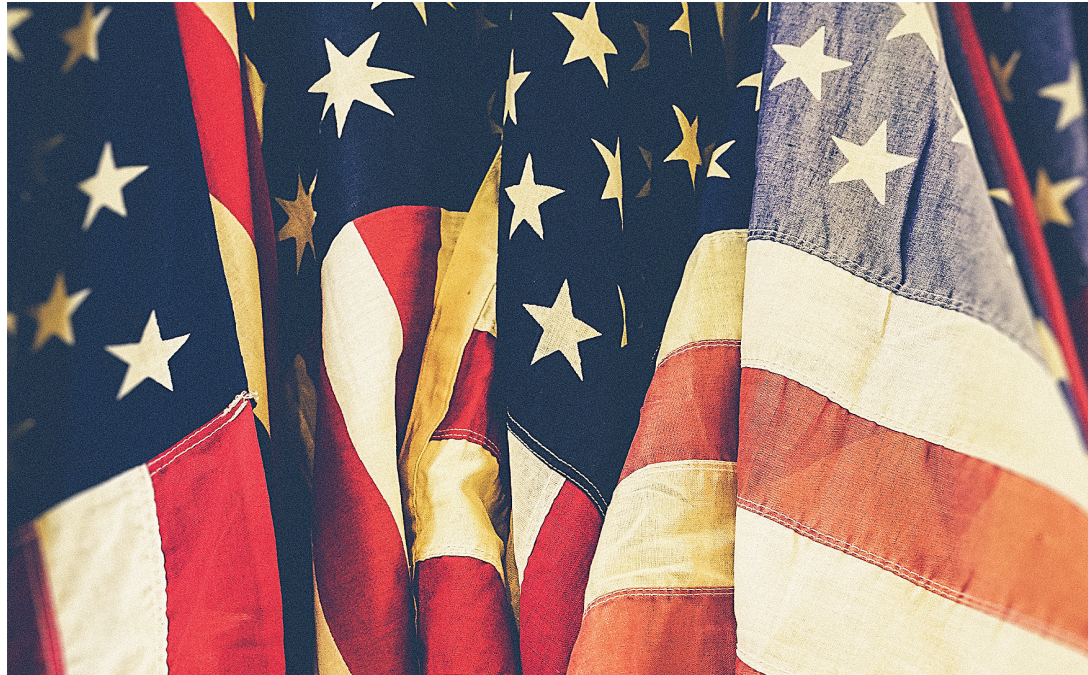
Matthew Uttaro

Less than 50% of Americans exercise the right to vote.

There are many reasons why; tedious registration processes, dislike of candidates, feeling that their vote doesn't matter, or just simply not having the time or the means to go out to a polling location and vote.

"Many people don't like either candidate, so they decide it's better to not vote for anyone," said Logan Callen, first-year student and Theology major. "Some people just don't want to get involved," said Timothy Rasmussen, first-year student and history major.

As November 6 creeps closer, these are the things activism organizations seek to change. Midterm elections are considered some of the most important and contentious in the political world. With Election Day only a mere week and a half away, candidates are buckling down on fundraising deadlines and making their final pitches to voters. This specific set of midterm elections, however, are seen by some as one of the most important elections in our lifetimes. Many believe that this is the chance for a change of House and/or Senate leadership in Congress,



changing the tide for politics in Washington for years to come.

Around us here at Houghton, are a number of races. Congressman Tom Reed, our district's Representative, is running for reelection. Opposing him is first time political candidate Tracy Mitrano, cybersecurity expert and teacher. According to her campaign website, she "understands firsthand the importance of community and hard work," and believes that college should not incur lifelong debt. For the U.S. Senate

representing New York, incumbent Senator Kirsten Gillibrand is running for reelection against challenger Chele Farley, who served as the NYS Republican Party's NYC Finance Chair. Gillibrand has received much praise from her Democratic supporters for her positions on many recent stances, including her support of Dr. Christine Blasey Ford, who accused now Justice Brett Kavanaugh of sexual assault while they were both in high school. Many political prediction websites call both of

these races 'in the bag,' if you will, for the incumbent politicians; FiveThirtyEight Politics says that Farley has a less than 1 out of 100 chance of winning, and says that the House race in this district is Likely Republican, giving the same odds to Tracy Mitrano.

With all of this said, however, why is voting important? What makes it worth your time to sit down and fill out that ballot or drive home to vote? Dr. Peter Meilaender, Chair of the History and Political Science

Department, says that voting is an opportunity we have to express our opinions on issues, influence policy, and hold our government accountable. "The opportunity to call your own government to account is not to be taken lightly."

In the wake of many contentious elections or hard political choices, the need to vote almost seems negligible. When this occurs, many may say that their vote doesn't matter or won't make a difference. "If we all followed this logic," Dr. Meilaender argues, "everyone could stay home and their would be no election at all! Or if only one person bucked the trend and decided to go vote after all, his or her vote would be completely decisive! Everyone's vote counts, but each one of us play a small role in the overall outcome."

As we approach Election Day, there's a number of things you can do to make the decisions that ballot will require of you. "It's important to do research before voting," said Callen, "instead of just consuming the information you see online." Many online resources exist to help you get to know the people on your ballot. Crooked Media recently

See **ELECTION** page 2

BATES TELLS HIS STORY

CHRISTIAN MILLER

Houghton college Alum, Dan Bates '98, spoke for one of this semester's Guest Professional Dinners on Tuesday October 16. He is currently an attorney for Thorn Run Partners in Portland, Oregon, where he works as a lobbyist. Bates spoke about how Houghton was a core part of getting to where he is today.

Dan Bates grew up in a small town in Oregon, where he spent most of his time reading books because after the family television broke, they never got a new one. As a child, he dreamed of becoming an elected government official. Even when he was in high school, this dream persisted, even wanting to one day be President of the United States. He chose to attend Houghton College, in part because it was in the eastern U.S., where he reasoned the most political opportunity existed.

When talking about his experience as a student at Houghton, he described two important ways Houghton changed his

See **BATES** page 2

AMOS YOUNG AT HOUGHTON



COURTESY OF FULLER SEMINARY

MELISSA HODDE

One of the foremost theologians in the nation will visit Houghton on Thursday, November 1st. Dr. Amos Young will speak in the Woolsey Lecture Series for the Biblical Studies, Theology & Philosophy Department. His lecture, titled "Multiculturalisms: Postures and Practices for Christians in the 21st-Century American Polis" will address the "culture wars in the present political moment . . . of Ameri-

can society" as expressed in the tension between "national identity" and changes in American demographics. Dr. Young will be drawing on the model of the first century church interacting with disciples in West Asia as a source of constructive approaches in "apostolic multiculturalism".

Dr. Young earned his PhD from Boston University and now teaches Theology and Mission at Fuller Seminary's

School of Intercultural Studies, where he also directs the Center for Missiological Research (CMR). He has served as a pastor, worked in social services, and taught at Bethel University, Bethany College, and the Regent University School of Divinity. Dr. Young, author of over two hundred scholarly articles, is an expert in interfaith dialogue and connecting theology to science, missions, poli-

See **YOUNG** page 2

LIPSCOMB IN LONDON

CALEB FESMIRE

While we were all relaxing at home with our family over October break, Houghton's very own Dr. Benjamin Lipscomb headed off to London for the weekend—but not for a vacation. On October 19th, Doctor Lipscomb gave the opening lecture for the Royal Institute of Philosophy's 2018-9 lecture series.

Every year, the Royal Institute hosts a series of lectures with a specific theme: this year, that theme is the work of four remarkable twentieth century philosophers: Elizabeth Anscombe, Iris Murdoch, Mary Midgley, and Philippa Foot. These women were all born within eighteen months of one another and all attended Oxford together in the 1940s. 2019 marks the centenary of the birth of Anscombe, Murdoch, Midgley, and Foot, which prompted the Royal Institute to devote this year's lecture series to the philosophical work of these four women.

Dr. Lipscomb was contacted by the Royal Institute for the

See **STRATFORD** page 2

International Perspectives //Ghana



MERRIS ACKON

Ghana, formerly known as the Gold Coast, is a nation in Western Africa situated on the coast of the Gulf of Guinea. Although relatively small in area and population, Ghana is one of the leading countries of Africa, partly because of its considerable natural wealth and because it was the first black African Country to achieve its independence from colonial rule. Ghana favors international and regional political and economic co-operation and is an active member of the United Nations and the African Union. Many Ghanaians have achieved a high degree of education which has resulted to Ghanaian diplomats and politicians holding positions in international organizations, including former Secretary-General to the United Nations, Kofi Annan. Ghana is said to be one of the

most thriving democracies on the continent.

Education is one major tool involved in eradicating poverty and preventing ignorance among citizens. As a result, many governments across the world devote a lot of resources into the education sector. In Ghana various policies have been formulated since independence to help improve access and quality of education. Some recent policies being implemented in the education sector include the School Feeding Program, distribution of free school uniforms and exercise books, and the free Senior High School program, among others.

Since independence, various governments have implemented policies to make education accessible to almost every Ghanaian. Indeed, the 1992 Constitution explicitly stated “that basic education shall be free, compulsory and available to all; secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means.” Despite this constitutional provision, it is still very clear that not all communities in Ghana have access to a well-furnished educational facility. In some situations, pupils have to walk several miles in order to attend school. This becomes even more difficult

and virtually impossible during raining seasons as roads become inaccessible. These challenges have therefore hindered access to education in most communities, especially those located outside the major cities within the country.

In recent news, The Free SHS (Senior High School) policy is a Government of Ghana Initiative introduced by the President Nana Akufo-Addo administration in September 2017. The policy has been a major campaign policy prior to the election of President Akufo-Addo in 2016, which makes secondary education in Ghana absolutely free. In 2018, His Excellency Nana Akufo-Addo and his team of governance introduced another initiative as part the Free SHS education which is the Double

Track System.

The Double Track System was introduced by the government in order to enable various Senior High Schools in Ghana to take in more students and ensure that all Ghanaian students go to school, thus dividing the entire student body staff into two different tracks. While one track is in school, the other is on vacation. The rotation sequence will depend on the year-round calendar being used. In Ghana, the school calendar starts from September and ends in April with three different terms. This new system will close an enrollment gap and would address inequality and ensure equal opportunities for all students through the removal of cost barriers in public second cycle schools, adding that there would also

be a physical expansion of school infrastructure and improvement in the quality of secondary education

Though all this is progress that the country is making, Professor Ernest Aryeetey, ex-University of Ghana Vice Chancellor, has raised concerns over the government’s primary focus on ‘easy’ access to education instead of making “quality education” a priority as far as the implementation of free Senior High School (SHS) is concerned. According to the Academician, “Policymaking in the development context is about solving problems. You use policies to solve problems. So if I want to solve problems in education the first question I would ask myself is what is the problem I want to solve?” Making Senior High School education free without corresponding investment is a waste of time. He decried the gap in the quality of education at International Schools as compared to public Senior high schools and warned that failure to reverse the trend will spell doom for the country’s human resource. Furthermore, Over 420,000 eligible students are expected to enjoy the program.★

Merris Ackon is a Ju-



Courtesy of Buzz Ghana

ELECTION *from page 1*
rolled out VoteSaveAmerica.com, duly named after their famous podcast Pod Save America. This is a comprehensive resource where you simply enter your ZIP code and it will show you all the candidates for the state and federal positions that will show up on your ballot. You can even save candidates you like to a hypothetical ballot, to view them later. However, as being a new resource, comprehensive information is not yet available for every candidate.

If you’re a New York resident, the deadline to register has passed. If you’re already registered to vote, you can apply for an absentee ballot to be mailed to your CPO right here on campus up to a week before November 6. Absentee ballots have to be returned no later than 7 days after the election, but must be mailed out no later than the day before. To find your polling location, consult your county’s website or Board of Elections office.

“I certainly think that we should not forget,” says Dr. Meilaender, “--despite all of our difficulties, challenges, complaints, and so on--that we are tremendously fortunate to possess a political system that has done a tolerably good job of promoting liberty, justice, peace, and

prosperity for over two hundred years, thanks to the wisdom of its original design and the culture and habits of the American people. We have an obligation to preserve these blessings for our own descendants.”★

BATES *from page 1*

life. Firstly, he recalled that he was interested in “fixing problems,” and thus became heavily involved in Student Government. Most noticeably, after a lot of work, Bates achieved an increase in the amount of credits which students can take from 17 to 18 as most Houghton courses are three credits. He thereby reflected that he learned “the rules of the [institution] and how we are characterized [as a community],” and that he “learned to love lobbying and governance from his experience at Houghton.”

Secondly, Bates further described the awesome community of Houghton and how “he learned to be loved here,” and subsequently, the most important thing he took away was that “worth and success are not tied together.” Thus, he also learned that failure was okay.

Bates explained that coming from small town Oregon, he was not exposed many different perspectives concerning God or politics. He described that his experi-

ence at Houghton with governance, community, and people helped him understand the integration of faith with what people do in their lives.

After Houghton, he pursued a law degree from the University of Virginia and he eventually began working for a large lobbying firm where he discovered that he “really liked lobbying.” This was a key factor of his career. After the 9/11 tragedy, he was given the opportunity to help draft and determine what would be fair compensation between helping victims and the cost to insurance companies and the government. The bigger picture was what he described as the opportunity of big institutions. On working with large scale institutions, he said: “I was surrounded by excellence, and being surrounded by excellence helps you become excellent.” He added that – in pursuing excellence – “you will find that it will take you some pretty interesting places.”

Finally, Bates admitted that he had to give up his Presidential dream, but by being a part of the Houghton community, he learned that what he became did not determine his value as a person, as he was already a valuable person. His time at Houghton made him grow into the man he is today; it granted him an identity, confidence, purpose,

and prepared him for a career where now he can address problems through the intersection of politics and law as a lobbyist.★

YOUNG *from page 1*

tics and disability. Dr. Jon Case of Houghton’s theology department described Young as “world class”, saying, “He can speak about theology, he can speak about culture, he can speak about missions, and world religions... He’s top shelf.”

The lecture will begin at 7:00 pm in the CFA Recital Hall, and will be followed by a reception. The Woolsey Lecture Series is named for Warren Woolsey, Professor Emeritus of the Department of Religion and Philosophy, who taught at Houghton College from 1966 to 1992. Traditionally “heavy hitters” according to Dr. Case, the topics addressed in Woolsey lectures reflect professor Woolsey’s intensity in pursuing missions and education.

Dr. Young will also speak in chapel on Friday, November 2. His chapel address will examine “The Work of the Mind and Life in the Spirit” as drawn from Romans 12:1-2. All students, faculty and staff are welcome and encouraged to attend both events.★

LONDON *from page 1*

unique nature of his expertise on the history of these women.

“Most scholars working on them are interested in one or two of these figures,” noted Dr. Lipscomb. His study of the four as a unit is something unusual in the field, which is why he was asked to “talk in a kind of overarching way about their background and about how [he] sees the significance of their work” by the Royal Institute.

His lecture, titled “The Women are Up to Something: Murdoch, Anscombe, Foot and Midgley and their place in twentieth-century ethics,” is an overview of intersections between the life and works of these women. It is the product of almost a decade of research and writing, part of Dr. Lipscomb’s ongoing project to write a book on their story. “The book is a little bit, or a lot, biographical, about where they came from, how they were prepared to make the contributions they made—but also it’s about seeing what they were up to together.” The lecture follows this same format and highlights the significance of the work done by Anscombe, Murdoch, Midgely, and Foot.

The lecture should be available for viewing on the Royal Institute’s YouTube channel by the time of publication for any that wish to watch it. ★

Personal Health

Love Shouldn't Hurt

October is National Domestic Violence Awareness Month

NANCY LOUK MURPHY

It didn't begin immediately; in fact, there weren't any signs until we had been dating for almost a year. The signs weren't obvious, especially to a 14 year-old, but it began with him telling me he didn't like the shirts I wore, or that my skirt was too short; at the time, it was easy to mistake jealousy and control for adoration. It soon progressed to name-calling, insults, unfounded accusations, degradation, humiliation, and isolation. The first step in domestic violence is to charm the victim; the second is to isolate the victim. Once it begins, it will continue to get worse.

These are the words of Crystal Sanchez, who endured an on-again, off-again abusive dating relationship until she was 22 years old. In her article, "A Story about Teen Dating Violence", published in the HuffPost on 2/10/2016, she goes on to describe the way in which her dating relationship eroded her self-confidence and left her feeling ashamed, powerless, alone and trapped. Sadly, Ms. Sanchez' experience of teen dating violence is all too common. According to the Office of Violence against Women (OVW) of the U.S. Department of Justice, women ages 16 to 24 suffer from domestic violence at the highest rate of any surveyed group (9/28/18). In fact, the prevalence of dating violence among this age group makes it highly likely that someone you know either is or has been in an abusive relationship. As the friend of someone in this situation, you can help by being informed about dating violence, also known as intimate partner violence (IPV), and by coming alongside that person in a caring, non-judgmental way serving as a bridge so that your friend can reach help.

Dating violence is a pattern of abusive behaviors usually building over a period of time which are used to exert power and control over a dating partner. Any person can experience dating abuse regardless of gender, sexual orientation, socioeconomic standing, ethnicity, religion or culture. According to "Break the Cycle", the following are some of the warning signs of an abusive relationship (<https://www.breakthecycle.org/learn-about-dating-abuse>): checking cell phones, emails or social networks without permission; extreme jealousy or insecurity; belittling or put-downs; explosive temper; isolation from family and friends; making false accusations; frequent mood swings; physically inflicting pain or hurt in any way; possessiveness; telling someone what they can and cannot do; repeatedly exerting pressure for sexual activity.

One reason that we have difficulty identifying or labelling abuse within dating relationships is that the abusive person is typically not a monster. In other words, abusers are often

people who function very successfully much of the time. They can come from good families, be high achieving students and even be active contributors within their church or community; in other words, they can be "good guys" much of the time. What's more, abusive behaviors are not common in the earliest stages of a relationship. Instead, they form one part of a pattern of behaviors known as the "Cycle of Abuse" which includes three phases: the "Honeymoon" phase, the "Tension" phase and the "Violence" phase. The "Honeymoon" phase can last weeks or months and is characterized by everything that feels good about caring for someone and having him care for you. This is a powerful time of couple bonding, and is the primary reason that an individual often struggles to leave a relationship even after it has become extremely destructive to the person's physical, emotional and spiritual well-being. Over time, the abusive relationship moves into the "Tension" phase. This is the point at which the signs of an abusive relationship mentioned previously rise to the surface, causing increased stress and conflict in the relationship. In order to maintain harmony, a person in this type of relationship might feel the need to walk on eggshells, often capitulating to the demands or expectations of his/her partner. Despite his/her best efforts, however, the tension builds until there is some form of release in the "Violence" phase. This phase is characterized by the abusive partner releasing pent-up frustration and anger in the form of verbal or physical violence or threats of violence. As the Cycle of Abuse repeats itself over the course of the relationship, the severity of the threats and violence escalates, and may include the abuser threatening to harm or kill him/herself if his/her partner doesn't acquiesce. This behavior is often immediately followed by a demonstration of remorse with apologies and promises to do better in the future. If the abused partner remains, the cycle repeats itself, with a period of relative calm and harmony followed by a period of increasing tension followed again by an explosion of emotion followed by the abuser's expression of remorse and efforts to repair the harm. Victims of the Cycle of Abuse often have difficulty leaving for a number of reasons, including feelings of both love and responsibility for the abuser, fear of how the abuser will react, eroded self-esteem and confusion over his/her own value and the importance of prioritizing personal safety, and the feelings of shame and regret that will likely surface in the aftermath of the end of the relationship.

A climate survey completed by 222 Houghton College students asked the following question: During the April 15, 2017 – April 15, 2018 time period, how

Houghton STAR Rerun

The Iliad Class

This rerun column features various Houghton STAR articles from our archives. These articles do not contain current information, but are meant to show the past culture and events on Houghton Campus throughout the College's history This particular article is from Volume 2 Issue 4 of the STAR published in December 1909

"Sing, O Muse, the wrath of Achilles son of Peleus, who caused countless woes to the Achians." This is the first sentence that greets the Iliad student as he opens his book to begin Homer's beautiful Epic. The present Iliad class have learned the cause of Achilles wrath, have seen the woes of the Achians, and with the help of their most excellent instructor have thoroughly read the first book of Iliad. But you cannot know the Iliad class until you catch a glimpse of their recitation room, see their teacher, and receive an introduction to each member of his class.

The classroom is a laboratory in the basement, way to the north end of the school building. It seems an ideal Mt. Olympus. On the left as you enter there stand two monstrous cubers which an imaginative mind might fancy to be the places of the historic Gods and Goddesses. High up on one of these are birds and animals of ancient type. Their bodies are mounted in such graceful curves that it is easy to imagine them very much alive and sporting in the tree-tops. Straight ahead and to the right are long and square tables which appear like a broad plateau stretching far into the distance. Here and there scattered stands and chairs which give a splendid effect as small mountain peaks.

Aloft on a bookkeeper's stool sits the teacher, Professor Fancher. Father Zeus upon his throne. His feet are crossed, his brows are knit, and his dark hair fall down from his head, as did the divine locks of the Cloud gatherer Zeus on the day that he

noded assent to the request of Thetis. His words are powerful and effective, his tone kind but commanding respect.

The only boy in the class, Mr.Gibbs, has long ago taken to himself the title, "Phoebus Apollo." He seems to be carrying on his shoulders a bow, and a quiver, chased at both ends. He becomes very angry in his heart as he reads of the stern commands laid upon Chryses, his priest. As he descends from shining Olympus the arrows rattle and he sends one into the camp of the Achians. His wrath is soon appeased, however, as the sacred hecatomb reaches Chryses, and he receives his bright-cheeked daughter without money and without price. Then at Chryses' prayer the Far-shooter wards off the loathsome pestilence from the people.

Next to Mr. Gibbs sits Miss Wilcox. She is the silver-footed Thetis, the daughter of the Old Man of the Sea. She reads of the anger of her son, Achilles, and hears his voice in complaint as he sits alone on the sea shore. Very early in the morning she arises from the deep sea, like a mist and sits by her son's side to ask him the cause of his grief. She is angry at the Achians as they pull their swift sailing ships far upon the beach, and lie down to rest by the stern hausers.

The last member of the class is Miss Churchill. She reads fairly well unless she falls asleep. and drops her book. But usually she is awake for she is the White-armed Goddess, Here, and must know what is going on at the palace of Zeus. She reads of Nestor, the silver-tongued orator of Pylas, from whose tongue there flowed words sweeter than honey. Sometimes she becomes quite curious and once it was necessary for Counsellor Zeus to rebuke her curiosity, and silence her with threats.

Should you care to look deeper into the mysteries of the Immortals, you may visit Storm-clad Olympus any day, next to the last period before chapel. ★

many times were you a victim of each of the following behaviors? 13% (28 students) indicated that they had been Belittled or humiliated by a dating or intimate partner; 10% (23 students) indicated that they had Felt controlled by a dating or intimate partner (told what to wear, who to hang out with, etc.); and 2.7% (6 students) indicated that they had been Physically pushed, kicked, shoved or harmed in another way by a dating or intimate partner. The most frequent responses to these experiences included the following: I tried to ignore it in the hopes that it would end on its own; I told a friend or family member; and I was concerned that the situations wasn't serious

enough to make a report.

If you are concerned that you or someone you care about may be in a relationship that appears to be abusive, err on the side of seeking help rather than ignoring the situation in the hope that it is not serious enough or that it will correct itself over time. There are confidential sources of support both on- and off-campus. Contact the Houghton College Counseling Center and/or the local ACCORD Domestic Violence Hotline at Love Shouldn't Hurt (1-800- 593-5322).★

Nancy Louk Murphy is a Licensed Mental Health Counselor and Title IX Coordinator at Houghton College.

Lyric Theatre Returns to Stage

SARAH MADDEN

Every semester, Houghton's Lyric Theatre program puts on a show - usually a musical in the fall and an opera in the spring. For this semester, Lyric Theatre is performing Jason Robert Brown's musical "Songs for a New World." Director and Professor Amanda Cox states that, "The show could really be thought of more as a musical theatre song cycle, with a connecting theme of change - the moment of decision, the point of transition from the old to the new. I am so excited to have a group of 20 incredibly committed and gifted students, divided into two casts. Each song in the show involves new characters and new situations, and our cast members have been working hard on characterization and emotional and dramatic development for each scene. Some scenes are hilariously funny; other scenes are poignant, and some are heart wrenching. The actors are doing a fantastic job, and I know that our audiences will be drawn in by and engaged with the exciting and varied music, and the captivating performances. The energy is contagious!"



PHOTO COURTESY OF AMANDA COX

The cast of "Songs for a New World" at rehearsals. The show will be performed November 8th, 9th, and 10th in the Wesley Chapel

Houghton's Lyric Theatre program is open to all majors and can be taken for 1 credit or 0 credits. Although it's a big commitment to partake in one of Lyric Theatre's shows, many participants love the experience, both past and present. Derek Chase '19 says, "Lyric Theatre really opened my eyes to the theatre world

and how much I enjoyed playing and listening to music of that genre. Even though I definitely don't have time for it (lol), I make the time because it's enjoyable." Many participants of the Lyric Theatre program often express thankfulness for how each show brings new challenges, new opportunities, and new friendships.

Furthermore, the cast members are generally quite fond of this semester's show. Lauren Grifoni '19 states, "What I love most about the show is that it is incredibly relatable. We [as characters] all go through moments of difficult decision and we all experience change and hopefully we grow from it. There is a wonderful

mix of funny scenes and emotional ones."

"Songs for a New World" will be performed on November 8, 9, and 10 at 7:30 pm in the Wesley Chapel. Tickets are \$12 for adults, \$10 for senior citizens, and \$5 for students and children. You can buy tickets online or at the door. ★

Houghton's Print Shop Makes Connections in the Community

KAYLA SIMMONS

Tucked into a corner of the Campus Center basement is Houghton's very own full service print shop, Quick Print. With two laser printers and a range of other fun machines, the service can print black and white or color, and offer a plethora of other options, such as folding, laminating, stapling, cutting, and perforating.

"The sky's the limit in terms of what we can do," Susan Peterson, Quick Print Operator, said. Peterson has been working at Quick Print for almost two years now and can supply a surprisingly abundant wealth of knowledge about the ins and outs of printing. "One of the things I love about this job is I can basically do anything," she added. Peterson was excited to share information about a new item, magnetic paper that can effortlessly stick to a filing cabinet. "I haven't tried it out yet," she admitted, "but I'm very excited." Here at Houghton,

Quick Print is responsible for many of the posters, photographs, business cards, and programs seen around campus. They might even be responsible for exams, lab handouts, and other worksheets encountered in the classroom.

Beyond Houghton, Quick Print is active in the surrounding community as well. "Everything's been kind of word of mouth," Peterson said. She listed the extensive work she has done for various and diverse community organizations which includes the Angelica Sweet Shop and the Allegany County Democrats, and everything in between. Quick Print is involved with the Fillmore Powerhouse Youth Center, the Lifeway Youth Center in Belfast, Steps Dance Studio, and The Granger Gazette. Quick Print also does jobs for various churches in the area and every summer Quick Print does work for the District Conference for the Western New York district of the Wesleyan Church. Peterson also noted work she's done for the Amish community, from baby announcements to wedding invitations to jar



PHOTO COURTESY OF TIM PASCHALIS

Quick Print is located in the Campus Center basement, next to Big Al's and by Tech Services.

labels.

Peterson emphasized the vast potentials of Quick Print. She recounted several odd jobs she has done, from making miniature flags for a homemade board game to helping out a community member who

collects Boy Scout badges. Services are accessible to everyone, from students to faculty to members of the community. Peterson adds, "We want everyone to feel like they can get a quality print job done here." Quick Print is avail-

able for jobs big and small, and as Peterson said "There's so many more things that are possible to do here than you might realize." ★

Aaron Harrison ‘01 Returns to Houghton As Instructor of Art

MELISSA HODDE

Aaron Harrison was a late hire to Houghton’s art department: brought on in July to continue the vision of his mentor Gary Baxter, who taught his final classes in the ceramics studio last year. A Houghton alumnus, Harrison takes up the position of Instructor of art with a slightly rueful reflection that it may be “hypocrisy” given the struggles he has experienced with reconciling the academic vision of art with professional, economic realities. “A lot of the instructors that you find at schools are from the 60’s and 70’s,” Harrison notes. “They kind of grew up influenced by the hippie culture, and the crafting movement was big then. But it’s transitioned away from craft . . . Their style of teaching is appealing and interesting, but it doesn’t have the same bearing on culture, because now it’s more of a production-based, outcome-based, kind of mindset - [among] most consumers, anyway.”

Although he spent more time than he now thinks wise participating in SGA, founding the Lacrosse club and instigating the beginnings of Shen Bloc instead of working in the studio, Harrison’s future was focused. “I knew that I was going to be an artist somehow,” he said. “I came in as an art major, I didn’t think I could do anything else.”

He quickly found out that his skills applied to more aspects of the art world than just creating pieces. Harrison hit the ground running when he



Art Instructor Aaron Harrison

PHOTO COURTESY OF HOUGHTON COLLEGE

graduated from Houghton in 2001, moving to a teaching position at Ross Corners Christian Academy in Vestal, New York. “After Houghton - you know, in the real world, I was just trying to find a job and then the position opened up to teach,” he explained, “so I did that for four years.”

Although Harrison expected to eventually teach, the degree to which he became the learner as well as the instructor caught him by surprise. “It was really good because I had to do everything, and with all skill levels,” he said. “So it afforded a lot of opportunity to put to practice the things that I learned, and hone some skills and figure out what works and doesn’t work.”

As is so often true for students, Harrison sometimes learned more from what didn’t work than what did. “In kin-

dergarten, the first couple of weeks with them was just a total disaster,” he said with a chuckle. “I had no clue what their limitations or capabilities were . . .” Although as a teacher he hit a wall in the limitations of kindergarteners pretty quickly, he noted with earnestness that “they’re very skilled in a lot of other ways, and really eager to learn.”

Middle schoolers came with their own struggles. “They don’t want to look stupid, they don’t want to try something they’re not competent in,” Harrison said. “So that’s where I had a lot of the best artists, but [it was] the most challenging to get them to really try and explore their skills and gifts.”

With his senior high stu-

dents, Harrison took a personalized approach. “I sort of adhered to the old craft guild system, of apprenticeship - it’s really the best way to learn a skill I think, is to work with somebody . . .” His students went far with this approach, two of them going on to pursue industrial design and another developing graphic designs for, among other customers, a toy company. One student would eventually join Harrison as an assistant to his studio, after Harrison left his teaching position to earn a graduate degree at Marywood university and gained some experience in production pottery while working at a pottery in Green, New York.

As a studio artist, Harrison worked from home, tag-teaming with his wife to fit her full-time job and his studio work in between raising their four daughters. “There was always a baby, during those six years, basically,” he reflected. With the move from Binghamton to Houghton, the family is excited to start connecting to the community.

While being a Houghton alum makes reengagement with the school easier in some ways, it also makes Harrison keenly aware of the legacy he interacts with in the art department, particularly in ceramics. “Gary Baxter built this program, really, and he’s influenced hundreds of students,” he said. “While Harrison hopes to bring an updated knowledge of the field to the classroom, he doesn’t want to do away with such a strong foundation. “It’s not something I feel qualified to discard, that model. So really, it’s more of an adaptation, I think, which is probably what most of the new faculty feel. A lot of us have great reverence for our mentors, who either have just retired or are still here.”

Nevertheless, Harrison is confident that he’s offering something different and valuable. His unique input stems from “being out vocationally doing things and realizing the challenges,” particularly in terms of the changing landscape of the last forty years, which professors like Baxter have spent in the classroom instead of on the streets and in the studio. “I want to bring some of the practical skill that I’ve learned to my teaching,” he said, “to let students know some of the pitfalls to avoid and certain things to focus on.”★

Photo
of the
 Week

SOPHIE TIERNEY



The Stigma Surrounding Students



RACHEL WHEELER

“It’s important to wear sunscreen when you go to the beach.”

“Remember to wash your hands after you use the bathroom.”

“Don’t eat too much junk food and don’t forget to eat your vegetables.”

“Drink plenty of water when you’re sick and get lots of rest.”

Statements such as these are branded in the minds of children as simple notions of common sense on how to best take care of yourself. Signs and posters are hung up throughout schools reminding kids to be active and eat right because a healthy lifestyle is the right lifestyle. In my own experience growing up in school, there were always

plenty of assemblies and reminders to practice these good habits with the rise of organizations such as the NFL’s Play 60 Movement and the D.A.R.E movement, to name a couple.

Don’t get me wrong, both of these organizations are extremely important and have done so much to keep kids healthy. It’s essential that we have these groups to remind students to be active and refrain from substance abuse, and I completely recognize their significance. Something that I also recognize, however, is the lack of mental health awareness and conversations regarding mental illness around

became increasingly upset and frustrated. Society puts so much emphasis on taking care of yourself physically that somewhere along the way mental health was left behind.

This lack of emphasis on mental health and the taboo nature of the subject is why so many students do not feel comfortable bringing their suffering to light. The stigma surrounding mental illness is one that plagues our culture; it’s treated as a hush-hush topic that is constantly brushed under the rug in a don’t ask don’t tell way. No one wants to admit that the suicide and self-harm rates among teens are drastically rising. Not only that, but no

not easy, figuring out who you are is a process that takes time and no one really has it 100% all figured out. These feelings are normal. What isn’t normal, however, is constantly feeling so upset and hopeless that you burst into crying spells at random times and have to physically force yourself to get out of bed. What isn’t normal is skipping meals and losing an appetite completely. What isn’t normal is cutting yourself and feeling so numb that you think the only solution to end your continuous pain and suffering is to take your own life.

We are teaching our children to minimize these feelings by telling them that “it will all go away with time.” It is important to recognize the difference between the teenager who is just experiencing the ups and downs of adolescence and the one who is clinically depressed. Time and time again, these issues aren’t addressed until it’s too late. Too many young people are taking their own lives for them to be put off any longer. It shouldn’t take a suicide to get people talking about the mental health epidemic affecting young people; kids are becoming experts at suppressing their trauma and pain until they have no space left to put it. Schools need to make it clear that talking about such issues is necessary for the overall well-being of the student and make

it known that mental illness is not equivalent to personal failure.

The conversation surrounding mental health is long overdue, not just in the classroom but in the lives of teenagers in general. We need to stop minimizing the psychological torment those with mental illness live with. It’s time that we end the notion that this subject is too uncomfortable to address. Health curriculums need to incorporate self-care strategies into their daily lesson plans, showing teens that there are healthy ways to cope with unhealthy feelings. Mental health is just as important for a person’s well-being as physical health and it’s high time we take off our blinders and stop being ignorant to the issue. Enough of the statements of “you’re so young, what could you possibly have to be stressed or sad about?”. No more diminishing feelings and making suffering individuals feel invalid. We need to take care of each other and look out for those in our lives that are suffering. We need to sit down and remind each other, “you are valid, you are loved, you matter. Let’s talk.” ★

Rachel is a Senior majoring in Writing and English

“...It’s high time that we end the notion that this subject is too uncomfortable to address...”

adolescents.

According to the National Alliance on Mental Illness (NAMI), roughly 21.4% of youths ranging from ages 13-18 experience severe mental illness, with the number of children ages 8-15 being 13%. Additionally, only 41% of adults suffering from mental illness receive treatment in a year. As I read more and more into the statistics involving mental health, I

one is choosing to recognize the long-term physical effects of living with an undiagnosed mental illness. We are feeding our children with lies of “it’s just a phase that will pass” or “it’s just that time in your life where things get a bit confusing” or “everyone gets sad and hormonal, it’s normal.”

In certain instances, these statements can be true; growing up is a tricky thing to navigate. Being a teenager is



EMILY VANDENBOSCH

TYGER DOELL
“I don’t want to look at my grade...” the middle school girl said, holding her computer away from her the way someone holds a crying baby that isn’t theirs: with both care and disdain all at once. I tapped on the button flashing across her screen which read View Score. The verdict? 65, passing. “What is it?” She asked sheepishly. I turned the computer around, and her countenance instantly changed. “I passed!” She exclaimed, “But I know I can do better...” Her fear of failure led her to dread the results of her exam to the point where she was content not even knowing.

Unfortunately, this is a common occurrence for me as

a student teacher. The students I interact with are so paranoid of failure some of them have even resorted to refusing to take tests unless they know that they’ll be fully prepared to pass. And it isn’t just school-age kids who struggle with this either. I know college students who only take classes that they think are “easy,” who are afraid to apply to grad schools for fear that they won’t get in, or who even go so far as to change their career paths because things get tough. Their reasoning? The possibility of failure is bad, so I might as well not even try.

I might argue: then what did you learn?

Of course, you might expect such talk from an education major like myself; I spend most of my day telling students they can and will succeed if they put their mind to it. Somewhere between the standardized tests and the endless cups of coffee, we’ve convinced ourselves that the only way to succeed is to try what we already know how to do.

Over the years, I’ve learned to challenge myself out of this belief in easy success. My dad gave me a book called Mindset by Carol Dweck, and I shrugged off the book at first, writing it off as one of those self-help books that only people who had nothing better to do would read. But in the winter break between the first and second

semesters of my freshman year at Houghton, I found myself perusing the pages. What I found was inspirational: Dweck’s research was entirely centered around failure, and more specifically what she called the “growth-mindset.” She identified people with a growth mindset as those who were willing to try and fail. Not only that, but she found that people with a growth mindset don’t just view this failure

“...We need to abandon our fear of failure and learn to allow ourselves to make mistakes...”

as permanent, but instead use it as a starting point for growth.

What are the positive impacts of this? Interestingly enough, Dweck found that people who were more willing to fail were also vastly more successful. And we’re not just talking academically, either. People with a growth mindset were more likely to become CEOs, more likely to be in a lasting marriage, and more likely to live an overall happy life.

This is all fine and dandy, I thought, but it can’t possibly have anything to do with me. At least, that’s what I thought, until I ended up shipping myself to the London Honors Program. It was here that I truly experienced failure for the first time. It was intense academically, socially, and emotionally for me.

I was being asked to synthesize hundreds of years of Western history into weekly papers, while somehow find time to go out and see all the paintings and plays I could muster. I had to become friends with a group of people I didn’t have to much interaction with beforehand, and do it fast, as we were thousands of miles away from anyone else we cared about. At the end of the first week, I found

myself sitting on my bed, looking at the 67 on my paper, on the verge of tears with most of my friends and family half a world away. By all accounts, I had failed, and I was ready to give up and go home.

It was here that I really had to learn to apply the growth mindset personally. Rather than allowing my failures to throw me into chaos, I picked myself up by my bootstraps and allowed them to drive my growth. That one semester, I learned so many of the skills that were most important to me: budgeting my time, editing my own work, and the ability to ask others for help when I need it. I came out with improved grades and an attitude to match.

Since then, although I haven’t

been perfect with my risk-taking, I have learned that the only times I can truly say I’ve grown is when I’ve made mistakes and learned from them. In academics, friendships, and even in little things like cooking, all of my risks have either turned out well, or taught me lessons that I would never forget. There may be times where risks don’t pay off, and while it isn’t always easy, I’ve found it’s a much more fulfilling way to live than simply waiting for what you’re good at to carry you everywhere.

So what am I arguing for? We need to abandon our fear of failure and learn to allow ourselves to make mistakes. Ask out that attractive person who sits next to you in your 8AM. Take that class that both terrifies and excites you. Apply to that graduate school that you know for sure you won’t get into. The results of all of these things will either surprise you, or you’ll learn from them and be even better next time. While you’re at it, encourage a friend to do the same. You may find yourself in a similar situation I did with this student, a friend holding their potential failure out to you. Have them view their results, and celebrate with them whether they succeeded or not. ★

Tyger is a sophomore majoring in Education and English

In Defense of Capitalism



EMILY VANDENBOSCH

TYLER STETSON

Early this semester, I saw written on a classroom chalkboard “Capitalism is the new Imperialism” and felt compelled to respond. I am not concerned about responding to specifically this comparison - though I do think it is an interesting one - so much as I wish to respond to its implication: that capitalism is bad, or at least morally repugnant. My contention is that there has been a huge misunderstanding, that capitalism may indeed be evil, but not in the way most people think. As a matter of fact, in areas such as equality and peace promotion, capitalism is among the greatest forces in history.

The most common critique of capitalism is that it promotes inequality. People often picture some monopoly man figure hoarding his gold or they cite statistics like “the top 1% own 50% of the world’s wealth.” May I cite an even more profound statistic? In the last 35 years, the number of people living in dire

poverty around the world has been reduced by more than 70%. Those are billions of people that have access to food, water, and basic health care that did not just a few decades ago. This gap between the starving and the fed, dead and alive, is far more significant than the gap between the middle class and Jeff Bezos, and that former gap is rapidly shrinking. What measure of equality could possibly be more significant than equal access to these basic rights? As a matter of fact, any possibility of discussing higher levels of equality is predicated on the assumption that the people involved are all adequately nourished and educated enough to be concerned with such an abstract vision of equality.

So what’s the mechanism that has brought these basic rights to billions of people? It’s certainly not restrictive markets and government-controlled economies. No, it’s capitalism. Capitalism does something special and specific: it promotes the creation of large quantities of innovative goods and services to be sold at competitive, relatively accurate prices. It does this through specialization, market pricing, and global free trade. While I will not take the time here to carefully define those things, their names imply something important, which is that they require global cooperation. This cooperative component of capitalism allows one to support and build a relationship with people from Taiwan, India, Italy, China, and Mexico merely by going to the mall. Just as we gladly trade our hard earned dollars for Italian craftsmanship or Indian tech services, they gladly exchange their euros and rupees for our

airplanes and financial services. A common criticism of this type of relationship is that it is exploitative. Images of child laborers in sweatshops may come to mind. I encourage anyone who is sincerely concerned about this criticism to dig deeper into the individual cases. Many times, the culprit is not liberal capitalism and its principles, but rather unnatural interferences from governments and other powerful organizations. These institutions can create unnaturally high barriers to entry for businesses, unnaturally low costs of labor, and restrictive barriers to free trade. In theory, all of the aforementioned

able to maintain a relatively stable relationship with countries like China and Saudi Arabia despite huge ideological differences. And for those that argue that it is unethical to put aside differences for economic gain, consider the alternative, violent conflict. Trade has a magical capacity to bring people together, even people that fundamentally disagree. So how might capitalism be bad, or even evil? For the same reasons that it is good! A universal market needs a universal customer. In other words, in order for capitalism to work well on a global scale, it needs people to all be alike. On this issue, I

While this may be beneficial for globalization, it also undermines deeply meaningful cultural identities and traditions. So what is the verdict? On one hand, capitalism is generating wealth, equality and peace, but on the other hand it is homogenizing the world in a way that is often unpleasant and destructive. Paradoxically, I argue that capitalism contains the answer within itself, for it has the power to turn your purchases and investments into votes. Do you have a problem with foreign wages? Pay the premium for fairtrade items. How about an issue with unsustainable farming practices? Buy from local farms whose practices you do endorse. You think oligopolies are being formed by the biggest players? Stop shopping with Walmart and Amazon and instead invest in small-cap companies. All of this seems really obvious, but people often forget that it is liberal capitalism that allows the individual to have a vote in how the market operates. So before casting a blanket judgement on capitalism, consider the power it gives to you as an individual, and take that responsibility seriously. Every dollar you spend has a small but important influence on the course of the world. That is both a sobering privilege and a horrifying curse.★

*Stastics referenced by this article are from Credit Suisse Report (2017) and World Bank (2016)

Tyler is a Junior majoring in Math.

“...Before casting a blanket judgement on capitalism, consider the power it give you as an individual and take that responsibility seriously...”

cooperation would be voluntary and mutually beneficial to all the parties involved. While this has not always succeeded in practice, this cooperative aspect of capitalism has created and distributed wealth more efficiently than any other economic system. As a benefit of this cooperation, capitalism promotes peace. Think about it: if you are a trading partner, with unique skills and resources that I do not have, are you more valuable to me dead or alive? Alive, of course! In fact, I am going to want to maintain a cordial relationship with you. This is a big reason why the US is

may thoroughly agree with the message that provoked this article. McDonald’s counts on millions of people to like fast, greasy pseudo-food. Facebook counts on millions of people to enjoy shallow but widespread social engagement. Amazon counts on millions of people to enjoy day shopping for stuff they probably don’t need. When these extremely powerful entities need these numbers, they get them through repeating the same messages, over and over, to people all over the world, and inevitably people start to believe them, making the world slowly look like a big mass of clones.



The mission of the Houghton Star is to preserve and promote the values of dialogue, transparency and integrity that have characterized Houghton College since its inception. This will be done by serving as a medium for the expression of student thought and as a quality publication of significant campus news, Houghton area news, and events.



SPEAK OUT!

Letters to the editor should be 250 words or less

SUBMIT TO editor@houghtonstar.com

You can comment on articles online at www.houghtonstar.com

MELISSA HODDE // Editor-in-Chief
ANNA SCHILKE // Opinions Editor
KAYLA SIMMONS // Features Editor

DAVID KRALT // News Editor
KRISTEN SAVASTANO // Copy Editor
TIM PASCHALIS // Photo Editor

PAIGE COLLINS // Columns Editor
MICHAEL SIEVERS // Media Coordinator
SUSAN BRUXVOORT LIPSCOMB // Faculty Adviser

The opinions and views expressed in the Houghton Star do not necessarily reflect the opinions and views of Houghton College or the Wesleyan Church (our sponsoring denomination.)

Artist of the Week

Gabrielle Kettinger

// senior studio art major



Gabrielle Kettinger is a senior art student focusing on painting and the ancient art form of iconography. After graduation, she hopes to continue to dive deeper into this immense tradition and continue working towards becoming a master iconographer.



"Eastern Orthodoxy has, almost from the beginning, had the clearest aesthetic of all of Christianity about religious art, whether the art be in stone or paint or music or words. The Orthodox Church teaches its artist/believers that holy art must always be informed by and saturated with a certain and 'bright sadness.' Divine art must always be pervaded by a sweet mixture – deep, compassionate sorrow for the sin and sorrows of this present life commingled with a luminous joy over the promised salvation and relief, which are promised by the one who can never promise in vain."

~ Phyllis Tickle