

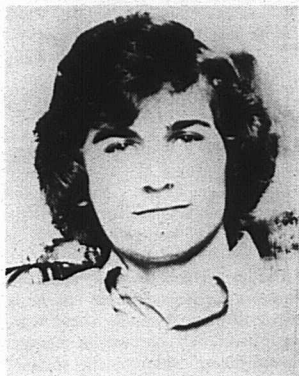
The Houghton Star

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No. 15

Horn and Nesbitt Share Graduating Class Honors



Keith Horn

Keith Horn has no idea of what made him come to Houghton College. The only other school he considered was M.I.T., and he didn't even apply there. In fact, he didn't apply to Houghton until it was almost too late.

But that was four years ago. Now Horn is valedictorian of his class. He also can claim a singular accomplishment: the first 4.0 cum in the history of Houghton.

It seems that the maintenance of a perfect average would reduce the most stalwart psyche to the neurotic consistency of Jell-O. Not so with Horn. He had ample motivation for his task; he wanted to beat the system.

Keith contends that any grading system (in general) is invalid. But



Donna Nesbitt

he realized that you can not criticize grades if you don't have them. He proceeded to get the best grades he could.

A healthy devotion to study served him well during his four years here. Keith, a chemistry major, spent many hours in the science building doing preparations, labs and assignments. But he rebels against the attitude that science students are academic hermits. He has filled all his time "to the brim" and found a wide range of outside activities: skiing, gymnastics club and Sunday school teaching. He is no studying fanatic.

Indeed, he believes that the ability to "float" through his academic career has been very helpful. His late decision to come to Houghton is an

example of this trait. It also manifests itself in the strategy he used to keep his 4.0. "Just keep the minimum A in each class," he advises interested students.

From all his work, Keith has reaped some rewards. One is his honors project (which has already been approved) on "Adsorption Isotherms of Formic Acid and Methanol on Platinum." The project, which Dr. Pierma guided, is related to fuel cell research. The efficiency of platinum electrodes in fuel cells (a kind of battery) is soon impaired by the very fuel used to power them. Keith investigated what was happening on the surface of the electrode as formic acid was passed over it. This dimension of the problem had not been thoroughly researched until Keith put his hand to it.

Another benefit is the full scholarship he will receive for the graduate school of the University of Illinois at Urbana. There he will study organic chemistry.

In the future, Keith hopes to take a university position which will leave his summers open for missionary work. He may find his studies useful for gaining entry into a country which bars missionaries but welcomes professionals. At any rate, he is following God's will, and not only for long range goals. "If I can say at the end of the day that I've done God's will for that day, I'll be satisfied."

Horn shares graduation honors with Donna Nesbitt, who is ranked second

in the class. Donna, from Port Erie, Ontario, entered Houghton as a second year student after completing Grade 13 in Canada. The two academic titans differ at only one point; Keith got an A in Ethics, but Donna got a B.

This slight lapse raised some eyebrows among med school interviewers, but despite her "questionable" morals, Donna (a biology major) was accepted at the University of Buffalo. She will study medicine

there.

Missions are also Donna's interest. This summer she will travel to Bangalore, India to work at a village clinic and leprosarium there. She has raised her own support.

When asked to comment on their experiences at Houghton, both of these honor students declined. This does not necessarily mean that we will not hear from them. They are scheduled to speak in chapel on May 15, the last day of classes.



Dr. Gordon Werkema

Possibility of Split Dorm at East Hall Appears Distant

The rumor on campus this spring was that East Hall was going co-ed. Dean Roloson and East Hall's Resident Director, Rose Button were asked if there were any plans to make East Hall into a co-ed dorm, their responses were "NO" and "Absolutely None."

Over the past three years, the Dean's office and Rose Button have worked on proposals and plans that could make Old Wing of East Hall into a separate building. Not co-ed by any definition of the term, it would be a split dorm in which women would live at one end and men would live on the other side of solid, thick walls. The split dorm would be constructed by sealing off the end of the hallways to Old Wing on all floors, so only the recreational floor and the first floor lounge would be accessible to all. These floors could also be sealed off by one-way, locked doors during the unsupervised hours. Concerned about fire regulations in the dorm if it were split, the Dean's Office asked the County Fire Coordinator and Houghton's Fire Chief to check out the plans. The plans were declared safe and well within the fire code.

There are many reasons for planning a split dorm. An extra 124 rooms would be available for men if the dorm were opened. Freshmen men who are presently housed off

campus would be able to live on campus, and sophomores would be able to live in college housing — in more of a living-learning environment. The off campus housing would be filled by upperclass women (such as student teachers) so that the house holders would lose no revenue. The split dorm might improve non-dating relationships and help to break down the rigid, unnatural dating situation that is prevalent at Houghton. The recreational area and the lounge would provide greater opportunities to meet people of the opposite sex in an informal, non-dating, everyday situation. For upperclass women, greater and more equal housing would be available. The split dorm would also relieve some of the pressure on East Hall. Currently, East Hall houses three times the number of women as Gao and twice as many as Brookside, yet East still has only one Resident Director.

Dean Roloson stressed the need to keep sophomore men in the dorms so that they can have more time to adjust to academic and social pressures. A 1974 poll of Freshmen men showed that 95% were not adverse to living another year in the dorm. In fact, some men favored keeping a whole floor of friends together.

Rose Button stressed the women's outside housing situation. As it stands

now, women who are 22 years of age are still forced to live in a closely structured environment. Men in outside housing are learning to live on their own while women have no such opportunity. After having their own apartments, women student teachers must return to the stricter rules and closeness of the dorm.

Rose and the Dean both acknowledged that the split dorm would not solve all of the problems. However, they felt it was a step in the right direction. Right now, the problem to overcome is fear. Many schools which started with the split dorm situation did finally become co-ed, but in these cases the whole philosophy of the school changed and the leadership deteriorated before such action occurred. King's College, Roberts, Gordon, Seattle Pacific and Wheaton are consortium colleges that have split dorms.

The status of the split dorm proposal at present is "zilch." The Ad Committee, composed of Dr. Dayton, Dr. Luckey, Dr. Shannon, Mr. Nielsen, and Dean Harter have rejected the proposal for various reasons. It is possible that the proposal will be reintroduced in the future, because the housing situation has not been alleviated (as witnessed by the Steese House controversy), and no other feasible plans have been suggested.

Director of Consortium Will Address Graduates & Others

All graduates are cordially impelled by Houghton College to attend the baccalaureate and commencement ceremonies to be held on Sunday and Monday, May 18th and 19th. This is the gist of a mint-green memo obtainable from the office of Dr. Frederick D. Shannon, Academic Dean.

The speaker for commencement this year will be a man who has been active in the field of education for many years. Dr. Gordon Werkema, who was recently appointed as Executive Director of the Christian College Consortium, will be featured on the graduation program.

Dr. Werkema received his B.A., M.A., and Ed. D. from the University of Denver. He spent ten years working in the administration of Christian elementary and secondary school systems in the midwest. From 1959-1963, Dr. Werkema was President of Trinity Christian College in Palos Heights, Ill. He was the Assistant Executive Director of the Council for the Advancement of Small

Colleges until 1974. Dr. Werkema brings much experience with professional church and civic groups to the Consortium. He has been deeply involved with many committees and councils associated with education, and particularly with the problems of the small private school. Dr. Werkema is therefore familiar with the types of issues confronting Houghton because of its size and religious position.

Dr. Werkema believes that "our increasingly mobile and fractured society requires both the stability and the creative stimulation provided by the evangelical Christian perspective."

On May 19, he will address approximately 230 candidates for degrees, along with their families and friends, and official guests to be present.

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Letters to the Editor

Dear Editors:

When I studied the school's new approach to Freshman Orientation, I found myself a bit distressed. It seems the school is once again leaving out service in the most important part of student life — the clique. The freshmen waste a perfectly good month forming cliques by chance encounter. There are alternative ways that should save time and embarrassment.

By sending personality tests to the incoming freshmen, compatible cliques could be organized. During weekends in August, new cliques could come up to Houghton and become suitably exclusive. The Youth Conflicts program, "How to make people feel left out," would be an excellent model to follow.

One idea used now, with modification, could help cliques get adjusted to Houghton. The Big Brother-Big Sister program could be converted into a Big Clique-Little Clique program. The Big Clique would be able to teach the little one some of the more subtle customs of Houghton — hogging dinner tables, throwing selective clique parties, and gossiping about how sinful the "other clique" is.

On the permanent level, much needed reform could be brought through by a Senate clique. I would like to suggest possibly throwing away the out-moded class jersey and going to a clique jersey idea (much had been done with this already). For further identification and aliena-

tion, names could be given to each group: "Plato's Republic" for the pseudo-intellectuals, "The Fruits of Righteous Living" for the self-righteous crowd, "Closed Circle" for the popular gang and "Achilles' Heels" for the jocks.

Class prayer meetings should also be done away with. In order to have an effective prayer time, one needs a vibrant Body of Christ. With so many cliques on campus, we would have possibly hundreds of vibrant little bodies to work with. For this matter, next year we should permanently form Clique prayer meetings. They would provide a chance for an extremely deep, stable fellowship. They would also afford a better chance to pray for "that other group."

I do hope my suggestions are taken as seriously and sincerely as they are intended. If they are applied, I do feel we could have a much more happy Houghton society.

Sincerely Yours,
John Kelly

Dear Editors,

We have long sought a solution to this problem and wonder if perhaps you could offer any solutions. We attended a Winterim in London this January. We, the students, paid for a teacher to go as is the arrangement. We also paid tuition for a course in Contemporary British Literary Arts. We believe we were "ripped off." Left on our own to do

an independent study, (which none of us had had experience doing) we rarely saw our teacher. In other words, while we worked on projects, which were due before we left London (most other classes had a week after we returned to hand in theirs) our teacher left for Madrid and other places without even telling us he was leaving. We turned to other teachers for help in locating places, writing projects, and just living. When we did meet we were taken to see art galleries and portrait museums. Somehow "contemporary" doesn't apply to pictures of people dead 150 years or more.

Convinced that our teacher had shirked his responsibilities and that we had a legitimate complaint, we complained. One Dean wrote the Coordinator of the study and asked if we were indeed correct. Dr. Johnston (the Coordinator) answered and said yes. In the meantime our grades were received. All of us got C's. We visited the Academic Dean and asked for justification of the grades. We were told teachers do not have to justify their grades. Wonderful! Throughout high school, which we weren't "paying" for, the teachers justified their grades to the office, yet here where we pay \$3,500 no such system is used. Also, no one checks to see if the course written in the catalog is taught in London as it is written.

Now tell us, we paid over \$750 for a course and teacher, and received

little of either. We were given grades on work that couldn't be done without help or adequate library assistance, since Britain does not use the Dewey Decimal System. We were left in a foreign country without a "leader." We have adequate "proof" to back up our claim, yet haven't seen any action. So what else can we do? If nothing, at least let us warn the unwary traveler to be careful. Once you are overseas you can't change

courses. The courses there are supposed to be like the ones here on campus, yet the teachers here don't just leave for California after assigning work. Please realize that many teachers did take time for us, which they shouldn't have had to. Their help was appreciated greatly.

Sincerely yours,
Jill Broman
Debbie Evans
Ruth Ann Eaton

Book of The Year: Zen And The Art of Motorcycle Maintenance

The Student Senate has named *Zen and the Art of Motorcycle Maintenance* by Robert M. Pirsig as Book of the Year. The book has nothing to do with Zen, and only superficially deals with motorcycle maintenance.

The story revolves around a man and his son traveling by motorcycle across America. The motorcycle and its maintenance serve as a backdrop against which the values of modern America are brought in to question.

It is neither a wholesale condemnation nor approval of the ethical system prevalent in the U.S. today, but rather an inquiry into the reasonableness and the humanity of such an ethic.

The book is not presently available in the college bookstore, but hopefully will be so by fall. Those wishing to read the book over the summer should have little problem securing the book in any major bookstore.

Graduation Weekend Will Include Smorgasbord, Tea

The weekend of May 16 through 19 are the dates set for this year's commencement activities. A full schedule is planned for the weekend culminating in the baccalaureate and commencement ceremonies to be held on Sunday and Monday. Attendance at the commencement service is mandatory for those graduating. The speaker for the commencement exercise is Dr. Gordon Werkema of the Christian College Consortium.

The weekend's activities commence with practice on Friday, May 16th in Wesley Chapel, at which time tickets will be given out, three reserved seats per customer. Saturday morning at ten o'clock the registration desk for parents will open. Activities on Saturday include a tea at 3 o'clock, a smorgasbord from 5 to 7, and a 2 hour concert by the College Choir at 8. The choir will be doing

all their tour music, some Mozart, and Pinkham's "Wedding Cantata." The choir will also sing the next day for the Baccalaureate service, which will begin at 10:30 a.m. "somewhere in the vicinity of the quad." Sunday night there will be an FMF service. The speaker is Mrs. T. G. Mangham, who spent twenty years serving in Viet Nam for Christian Missionary Alliance.

The main event occurs on Monday at 10:00 a.m. "Absolute homogeneous attire" is a must. Dr. Gordon Werkema, the Executive Director of the Christian College Consortium will be the speaker. The lucky graduates will receive "a beautiful full-color, duly signed and certified diploma" suitable for framing. After this, members of the class of 1975 will bid a fond farewell to Houghton and run out to commence their futures.

Bill of Rights Is Last Act Of Schoultz Administration

by Rich Downs

The last regular Student Senate meeting under the Schoultz administration was also the longest one. Most of the more than three hours meeting was taken up in final committee reports. Motions passed included an appropriation of funds to finance the stamps for a stamp machine soon to appear in the mailroom; a request for the minutes from the Student Affairs Committee and the Faculty meetings to be sent to the Senate Office; a donation of \$150.00 to the student group starting an on-campus coffee house; and provision for the establishment of a committee to investigate the possibility of purchasing a new movie screen for the Chapel. The Student Affairs Committee report informed the Senate that they had voted to drop the hair length rule and the vacation fine. Final approval for these measures is pending.

The final hour of the meeting was occupied with discussion over and revision of the proposed student Bill of Rights. The bill was passed with unanimous support and is offered below in its entirety.

The bill must now be approved by Student Affairs committee, the faculty and the student body. There is some question as to whether or not this bill will have to be approved by the board.

We believe that all Truth is God's truth and that the prayerful pursuit thereof can only help the Christian gain a better understanding of the implications of his faith in this world. For this reason the pursuit of Truth should be actively encouraged and promoted.

We believe that the establishment and continuance of harmony within the Houghton College Community should be a primary concern among

the leadership of the community on all levels.

We believe each individual to be of worth. For this reason each person should be treated with dignity and respect.

We believe that a balance must be maintained — Houghton College should seek to maintain its distinctives as a Christian liberal arts college, not at the expense of the rights of the individual.

We affirm the biblical concept of authority and stewardship, holding that men are definitely responsible to those in authority, but they are ultimately responsible to God for their words and actions.

We believe that because man is fallen his actions, attitudes and perceptions bear the mark of this fallen nature — hence man errs. This necessitates man's being protected from the errors of other men as much as possible.

THEREFORE:

WE THE MEMBERS OF THE STUDENT SENATE OF HOUGHTON COLLEGE, in order to form a more perfect body, maintain Justice and insure Harmony on campus do endorse this Student Bill of Rights.

1. Students shall not be subject to racial or sexual discrimination.
2. Students shall have the right to freely investigate into the various epistemological or ideological positions encountered in an acquisition of a Christian liberal arts education.

3. Students shall have the right to free expression in their appearance unless such expression is immodest.*

4. Students shall have the right of complete oral and written expression where such opinions are not injurious to the glory of God, the realization of His kingdom on earth or the expressed purpose of Houghton College.*

5. Students shall have the right of access to the means of communication (e.g. WJSL, the Print Shop, the Secretarial office, etc.) at an undiscriminatory rate of fee, unless the opinions expressed are injurious to the glory of God, the realization of His kingdom on earth, or the expressed purposes of Houghton College.*

6. Students shall have the right to free assembly unless the purpose of the assembly is destructive or disruptive.

7. Students shall have the right to petition administrative bodies or personnel for redress of grievances without fear of intimidation.

8. Students shall have the right when disciplinary action is taken to:

a. have the right to a hearing before a committee. At least 1/2 and composed of at least 2/3 selected by the Student Senate students, and the Faculty Review Committee.

b. refrain from incriminating others.

c. be faced by their accusers.

d. have court-room type evidence submitted if it can be proved.

9. Students shall have right to be present at an inspection of their room or personal possessions. Such inspections shall be conducted only to assure that rooms are presentable or if the Dean of Student Affairs has reasonable grounds to believe that a student is using his room for purposes which are either in violation of the established rules of behavior as set forth in the Student Guide. The student(s) involved must be presented with a written statement including the alleged reasonable grounds before inspection transpires.

* Responsibility as to validity of an alleged violation is left to the appropriate individual or committee.

Corrections

Last week's article on the electron microscope recently acquired by the science department contained several inaccuracies which were pointed out by Dr. Munro of Biology.

Houghton is not, as the article stated, the only small private institution in the U.S. to own an electron microscope. We are, however, one of the few. The microscope is not

new, but was received second-hand as a gift to the department. The original value of the scope was \$70,000, but many improvements were added to it by the original owners at a cost (to them) of \$500,000. This is the origin of the figure reported in last week's article. A replacement scope with similar capabilities would today cost about \$200,000.

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Retrospections on the Four Years Gone

This final issue was conceived of as a chance for a cross-section of seniors to voice their reflections on the years they have spent in Houghton. The individuals asked to do this were given freedom to write anything pertinent to the topic, in any form desired. Some seniors asked to contribute were too busy, or unwilling to offer their views. The responses of those who did wish to take advantage of this opportunity are presented here.

— The Editors

LOOK AWAY, DIXIELAND

by Jud Lamos

I don't get no kicks from champagne. Mere alcohol doesn't thrill me at all. So why is it true, I get a belt out of you.

Early Negro Spiritual

History is not a science. It is a myth. A rather large myth to be sure, but a nice one. The nicest part is the American myth. (Sometimes called The Great American Myth)

Just the other day I was out in the forest rooting under old stumps and assorted rocks when I espied certain stone tablets inscribed upon with a strange and marvelous language. I took these same tablets to one James Bailey. He informed me that they comprised a long lost Socratic dialogue on the nature and disposition of the Southern Plantation. With the help of his Golden Spectacles we translated them in their entirety. (Although not included here, there was also a soliloquy on self-awareness and the cotton-gin with particular emphasis on terms of inquiry radically different than those of Eli Whitney.)

Here follows the translation in part:

"This is the tale of a quaint and happy folk and their quaint and happy master (L. pater familias). They inhabited expansive tracts of land in the provinces, which were distinguished by large columned buildings and dormitories. Life was, for the most part, peaceful on these plantations and the slow easy pace of the 'darkies' could often be deceptive in relation to the amount of work that was done. Of course not all slaves are good slaves. Some were not always happy. But the plantation owners were known, not only at times for their stern authority, but also for their generosity and kindness. They often found other plantations for the unhappy slaves and parting was sorrowful on all sides.

"For happy slaves, life was generally good. Although 'dem darkies' did not have civil rights, there were ways in which they could settle grievances and elevate their situation in life. During times of unrest small representative groups would approach the main building. They would shuffle about, hats in hand, until the master came out to see them. A spokesman would step out.

"Massuh, dem nigras ben talking agin. Dey want more time to do de work.

"You say you want more work?

"No suh, massuh suh, dey don't want no more work. Dey want more time to do de work. Dey say what wid closin dem fields at ten and not openin em agin til eight, it's hard. It's mighty hard boss.

"Now boy, you know that if we felt it was good for all of you to work longer, why, we'd let you work longer than you could ever dream of. You go back and tell those people that their interests are our interests. If we let you work until twelve then you'd want to work 'til two and then four. Who knows when it would stop. Whenever we make a concession you want even more. Aren't you ever

happy with what you have?

"Oh massuh, we's happy. We's happiest nigras folk around. Dem cessions don't mean nothin to me boss. I ben to cessions. Don't need no more cessions. What wid hymns, and singing and sharing and reading days too, we don't need no more. More time in the fields boss.

"Well, more time in the fields means more supervision. Who's going to pay for that? If we let you work without supervision you'd be whispering and who knows what? It would be too noisy to work. Now that's final. You'll have to be happy with what you have.

"Yes, massuh. I tried to tell dem darkies you was too smart for dem. I knew dere was a good reason somewhere. Thank you boss. We sure is happy folk."

"That was the end of that. Of course other problems arose over the years but they were always settled in the interest of all concerned. This happy life went on until one day the Federal government gave all the 'darkies' rights. They didn't know what to do with those rights and became most unhappy. As far as we know this was the end of private institutions of this type."

Although the way in which myth becomes belief is very difficult to ascertain, we do know to a certain degree that it was the product of an intelligent and sophisticated people. The symbolism is such that we are quite confident these people had a highly developed ethical code, practiced religion of a kind, and perhaps even understood something of the nature of metaphysics. It is probable that this legend grew out of a need to answer the complex questions raised in the concept of a space-time continuum. Once again one can never tell what one may find rooting under old stumps and assorted rocks.

You can beat us with wires, you can beat us with chain,
You can run out your rules, but you know you can't outrun the history train.

I seen a glorious day.

— P. Simon

"I have heard about the article by Judas Lamos and disagree with it completely. Furthermore, I have no Golden Spectacles, despite the claims of Mr. Lamos to the contrary.

— James R. Bailey

IS LIBERAL ED. DYING?—

(a revision and reflection three years hence)

by Martin Webber

Instead of implementing or even attempting to introduce needed curriculum changes, I have argued my civil rights before an administration secure and complacent in its authority. Sometimes I became optimistic, believing I could make positive changes in our present education. Afterwards, I realized too late that the system shaped my thinking habits and learning processes, distorting my chances of seeing life problems clearly and honestly.

After four long years at Houghton can I say I am aware of my responsibilities to the world beyond the realm of my existence? In some sense I have discovered that "life is too short to learn thinking" and too demanding not to. Before, I called college the "rubber stamp information machine" which adjusted us too well to society, submerging us in the mass of human experience. That was rather unfair and simplistic. The dangers we face as an institution are more complex and subtle than that we become impersonal — though that is an important caution.

I still maintain, however, that the system is faulty. It encourages fail-

ure. I mean the governmental system especially. "Proper channels" resemble a hall of mirrors at a carnival more than a communication network. As one resident director a few years ago shared with me, you call maintenance about a light bulb that's out and they send over three men and a box of replacements. But let your basement flood from leaky pipes and the guy on the phone says he'll be right up — then three days later when the floor is ruined somebody wanders in with a wrench. Three years ago the Student Senate after two years of extensive research and thought proposed an overhaul of the campus governance system. The proposal has since been "considered" in committee — not seriously with a view to implementation until this last month when a review board for accreditation points out the absurdity and inefficiency of the organization. In my freshman year I called it "democracy" (with quotes). Now an appropriate term for it escapes me.

As others who have gone on before, I must confess I'm too tired — something I never thought I would say. I think we need to begin by listening — both to what we're saying and what we're not. Cooperation is rather critical in these days of rising costs and eroding values.

Yet here as nowhere (or everywhere) else, we confirm the selfish ignorance of human nature. Aren't we supposed to be doing something more than that?

A NEW FRANKENSTEIN

by Majel Smith

Picture this scene: Our hero has just arrived at the University of Ingolstadt. He is being interviewed by Professor Krempe concerning his past studies at Geneva. After our hero named the authors he had studied the professor exclaimed, "Have you really spent your time studying such nonsense? . . . Every minute, every instant that you have wasted on those books is utterly and entirely lost . . . Good God! In what desert land have you lived, where no one was kind enough to inform you that these fancies which you have so greedily imbibed are a thousand years old, and as dusty as they are ancient . . . My dear Sir, you must begin your studies entirely anew."

Poor hero: he had spent the first seventeen years of his life sheltered in a "desert land." When he finally encountered the real world (in this case, the university) he was unprepared, and so grossly over-reacted. This is Mary Shelley's *Frankenstein*. The creation of his monster followed this interview, and doomed Frankenstein to a life of misery.

In some ways, Houghton has been my "desert land." Academics was the primary failure. Of the ninety-odd hours I have taken during my three years here, I can honestly say that most of them were worthless, mainly due to brilliant likable, but incompetent professors.

A second barren quest was my hope to gain adult status — setting my own standards and making my own decisions. Frustratingly, I found I had little to decide because what I could wear, where I could go, how late I could be out, and even what I could eat was decided for me. I even had to get permission to go home! It wasn't that I was planning on staying out after midnight every night, but that if I wanted to, or needed to, I would not be able to. I don't mind keeping Cinderella's hours, but I don't see any Prince Charmings galloping to rescue me from the dorm version of a nasty step-mother. To spend three years feeling guilty for being out after midnight, or for

wearing jeans before 5:00, is absurd.

In the spiritual matters, I am convinced that if a student is sincerely interested in fellowship and service, both are here to be found. I have only pity for non-Christian students because their days are filled with meaningless Chapels, boring duty-demanded devotions, and grades reduced because their attitudes and papers are not filled with "Jumping for Jesus' Joy."

From the feminine point of view, I find male chauvinism from an institution of higher learning as distressing as legalism. I was once told that the reason girls have more restrictions than boys was because "we love our girls more." I think love is wonderful. But so is equality and freedom, and those might be a more meaningful manifestation of love and trust.

About now the reader should be muttering "Love it, or leave it" or at least wondering why I stayed here three years, anyhow. So I offer the positive features of my stay here as an excuse. First, among the wasted classroom hours, there were some good courses — Genetics, Journalism, Prose, Poetry, Drama and English and American Literature, to name the few. But thirty-one hours out of ninety-some hours is not good odds.

But then there were some extracurricular activities — such as WJSL, Star, English Expression Club, and the tennis team, that compensated for bad classes. From these activities I learned valuable practical lessons. Various jobs on campus have also contributed to my list of skills, as well as my financial status.

Finally, the greatest treasure — the friends I made — students, faculty, staff members, and employers — have added depth and variety to my experience.

"My Houghton years are almost over now, and I am eagerly leaving to 'begin my studies entirely anew' in the real world's classroom. I hope I, and my classmates, don't over-react and create a monster. After all, look what happened to Frankenstein.

OUR ALLIGATOR

by R. Eugene Wakeman

I've grown up watching the old gator sleeping on the bank above our river. His eyes are just slits unbothered by swarms of flies. Ya can't see the thickness of his skin through the caked mud and settled dust. He's the biggest animal I'd ever see. Because of all this I hold a healthy respect for him. I'm not afraid of him though. If I was afraid of him I wouldn't tell ya this.

Yesterday, the state police came to town and asked lots of questions. One of 'em even stayed in my house since we live close to the river. He said I must tell the truth so they wouldn't have to hurt the gator. I told him what I'd seen and what my

father told me.

When the gator was young, he was quick and springy. He could knock animals off the bank into his mouth easier than I could hit stones with a stick. But he grew older and began to look like grandma, fat and wrinkled. As I grew up Pa would warn me to watch out for the gator 'cuz he was growing lazy and looking for an easy meal. Then Pa would snap me up in his arms, but he'd always spit me out as if I didn't taste good.

The cop enjoyed most of my stories until I told him what me and the boys did. We used to go down to the river bank after school while the sun was still hot and look for the gator sleeping on a bank. When we found him we'd fill our pockets full of stones and fling 'em to see if we could stir him. Trouble was his skin was too thick so he never felt them. I'd get tired of throwin' and my arm would hurt so we'd leave. The cop said we shouldn't've provoked the gator like that.

He was real interested when I told him about the party a week ago. The saloon threw a big wing-ding down by the river and a couple of people got so drunk they fell in the water. They were splashin' around pretendin' to drown until all at once you couldn't hear 'em no more. People got real concerned and looked up and down the river but couldn't find 'em. Town folk said they drowned for sure and floated down stream.

Pa wasn't fooled though; he came and talked to me one night. He said for me not to do down by the river again less'n he went along 'cuz the gator was especially hungry. I think he was saying . . . well . . . those people, the gator got 'em.

I wanted to tell more but the cop said that was enough for him, and he drove away. Pa was glad I told the truth, but he's afraid tomorrow the state'll send men out to take care of the gator.

COMING OFF THE ISLAND

by Cheryl Gretz

rowed up, forward right
backed toward left
creased directionless
fortune cookie desire
in light voiced
bald compassion
we can not rest

lest illicit
be believed
in haste of unpondered acceptance

lest a . . . x, z
not be known to equal zero
without
y

fired kilns
tradition mold
of silk-spun fantasy
glazed
we can not rest

Remember When . . .

PLEASE TELL ME JUST ONE MORE TIME



Just
Ohio Post—CPS

"I keep tellin' ya, man, the end of the war
is just around the corner."

Retrospections cont.

TO ERR IS HUMAN —

by Elaine Kilbourn

Experience is the best teacher; some say it is the only teacher. And included in everyone's experiences are failures.

A large part of a college education should involve the student in making major decisions. Sometimes the decision will be right. Sometimes it will be wrong, but that is the way of life. And as students at Houghton College we are being trained to live life.

But it seems that too often, students here are not allowed to be part of the decision making process. Students might fail. Students are expected to accept the status quo and not probe, question, reason, or seek answers wherever there is something to be learned, to be done, to be changed.

There is comfort in knowing students have contact with God and His divine will. Often it seems some people feel that God's divine will for the College cannot be revealed to students. Nothing is farther from the truth.

Anyone over 18 (the majority of students) is considered adult by law. This fact is something to be taken into consideration by administrators, faculty, staff and some students.

Too often students are not given responsibilities because some people are afraid that students will fail. Therefore, students are guarded and doted over, so that it becomes next to impossible to do something wrong. How tragic. Students are protected by vacation fines, hair length policy, class attendance policy, dorm regulations, chapel attendance policy, by not being permitted access to faculty or board meetings . . . yet perhaps to fail a test, to learn because of a broken confidence, to realize that his hair is in his eyes is the thing he needs most. Perhaps a more creative approach to teaching, better communication, trust . . . would also be a result.

When students are not allowed to fail, irresponsibility and stagnation result. Senate, at various times, has taken carefully considered proposals to administrators and faculty and the proposals have been rejected. Why? One of the main reasons is that Senate might fail. Their proposal might not work, they might not be responsible. After all, they are only students.

What happens to the senators? They tend to either become complacent, or to make proposals that are not carefully thought out, reasoning that someone along the line will stop them if they are no good. Is this education? We MUST start training students to think for themselves.

And if someone does make a mistake along the way, what a better opportunity to learn than here, in a Christian community: where our mistakes can be accepted and corrected in love, where there should be no fear of rejection because of a mistake.

Students have a very large stake at Houghton. After all, some students spend as much as four years of their lives here — some spend more. So students have a responsibility to be involved in the decision making process. Students must be allowed, even encouraged, to make effective decisions in the College.

GAO TREE

by Bradley Beach

If anyone were to ask me what has affected me most in my four years of residency here at Houghton College, my answer would unequivocally be the tree standing in front of Gao-yadeo dormitory. It doesn't have a top. It's been taken; cut off. Gone without a word of explanation and that bothers me! Maybe you've never noticed it but that doesn't change the fact that the top of the tree is gone; and if you doubt me, go and look for yourself. Although I must admit I haven't always been concerned about the tree. My Freshman year I never even noticed it was there. However, in the latter half of my Sophomore year I became aware of the tree's existence. Still it wasn't until my Junior year that I realized its top section had been removed; and only in my Senior year did the missing part of the tree start to really bother me. I've often sat and wondered just where the top of the tree is now, who has it and what have they done to it? It's not as if the top section just fell off, it has been severed very distinctly and purposely. Someone has deliberately

sawed off the top of our tree! What was the purpose of it all, why would anyone take the top of a tree off? Maybe it was taken to be used as a Christmas tree (it is an evergreen), or maybe it was an open act of aggression and rebellion. As for a motive, I can't really say why anyone would want to harm a tree, but they have and in doing so they have destroyed it. Yet, no one seems concerned about it. If the roof of the Chapel were taken people would be concerned or if the second floor of the Campus Center were stolen someone would be concerned. But because it is only a tree in front of Gao, no one even cares.

Tell me, what good is only half a tree? It has lost its purpose for existence. You can't climb half a tree, you'd only get part way to the top. You can't relax in the shade of half a tree, there's not enough shade to relax in. And you can't enjoy only half a tree, for it's ugly and misshapened. The fact is, when the top of a tree is missing then the most important part of it is missing. Without its top a tree can't grow, it just sits there year-in and year-out, never growing, never changing, until it dies. Our tree has been damned to live and eventually die stunted, ugly and purposeless.

What should be done about the tree, you ask? Well, the best thing to do as I see it, is to cut down the half tree and plant a new tree to take its place. A new tree may take a long time to grow back but who knows, it just might be worth it.

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APPRECIATION

Security Officer Sam Norton's wife, Virginia, was recently hospitalized for three weeks. Many Houghton students offered prayer and encouragement to the Nortons during this time.

Sam and his wife would like to express their appreciation to the Houghton community and these particular students for their support. Virginia is now recovering at home.

News Briefs

WASHINGTON (UPI 5/6)

President Ford . . . trying to get support for his 507 million dollar Indochina refugee relocation program . . . told Republican Congressional leaders "it makes me damn mad" that some Americans are against the humanitarian program. The White House says Ford's mail is running in favor of aid to Indochina orphans but against help for other refugees.

The leadership of the AFL-CIO is urging union members to welcome Vietnamese refugees to their communities. AFL-CIO president George Meany said it is "deplorable" for Americans to say "dump them in the sea, send 'em back."

The defense department said 11,851 of the estimated 120,000 refugees have been processed at three relocation centers in the U.S. and sent on to their new American homes. Officials said another 15,000 refugees are at three bases in California, Arkansas and Florida . . . and thousands more are being processed at Pacific staging areas enroute to the U.S.

WASHINGTON (UPI 5/6)

Secretary of State Henry Kissinger says the United States is playing no favorites while trying to bring peace to the Mideast.

Kissinger told newsmen the U.S. is carrying out what he termed an "even handed" policy, continuing to provide military aid to both Israel and some Arab States. He also said that policy was not upset by a recent decision to provide Jordan with some F-15 planes. He added . . . "They won't be delivered until 1978 and there will be plenty of time to talk about it."

The secretary said President Ford is looking forward to getting the full views of Egyptian President Anwar Sadat and Israeli Prime Minister Yitzhak Rabin when he meets them next month.

MEXICO (UPI 5/6)

A Mexican delegate to the Geneva nuclear Conference accused the United States and Soviet Union today of moving too slowly on nuclear disarmament. President Ford sent a message to the conference reaffirming U.S. support of the non-proliferation treaty.

WASHINGTON (UPI 5/6)

First Lady Betty Ford . . . claiming credit for the appointment of a woman in President Ford's Cabinet . . . said she also has been pressuring her husband to appoint a woman to the Supreme Court. Mrs. Ford said . . . "I got a woman in the Cabinet" . . . referring to Carla Hills, Secretary of Housing. She added . . . "I'm working on getting a woman on the Supreme Court as soon as possible."

WASHINGTON (UPI 5/6)

The House Armed Services Committee voted to cut three-point-seven billion dollars from the defense department's proposed 29-point-eight billion dollar weapons budget. However, a third of the cut was for military aid to South Vietnam.

SAIGON (UPI 5/7)

UPI today received its first news report permitted out of Saigon since the Communist take over of the South Vietnamese Capital one week ago. Reporter Alan Dawson says the transition from the old to the new political and military regime went smoothly . . . although there was some last-minute military opposition by suicide holdouts. They fired on Viet Cong and North Vietnamese troops at the presidential palace and in some outlying areas of the Capital.

Dawson says no Viet Cong reprisals are being reported . . . and life in Saigon returned to normal within 48 hours after Communists moved in. Business-minded residents quickly set up corner stalls to sell flags of the provisional revolutionary government. Happy Communist soldiers were seen shopping in the still-open black market — which was stocked with looted material from the U.S. Post Exchange.

SUBIC BAY, PHILIPPINES (UPI 5/7)

A so-called "ghost fleet" of South Vietnamese navy ships arrived in the Philippines today jammed with refugees. Dozens of fishing boats and merchant vessels loaded with Vietnamese evacuees straggled into other Southeast Asian ports. The 20,000 refugees arriving in the Philippines were immediately transferred to six waiting U.S. merchant vessels for a trip to Guam.

CAMP PENDLETON, CALIFORNIA (UPI 5/7)

A one-time Cambodian political leader charged today that President Lon Nol (Lahn Nohl) accepted bribes of one million dollars to abandon the government and flee Phnom Penh shortly before the Capital fell to Khmer Rouge forces. The charge comes at Camp Pendleton, California, from the man who served as acting president before fleeing with a group of refugees to the U.S.

The Houghton Star

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