

# THE HOUGHTON STAR



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# THE HOUGHTON STAR

March 11, 1983

Vol. 75 No. 15

## The optimum form of education

Some individuals may argue that it is a bit incongruous for a Business Administration Professor to be entering into a discussion of the liberal arts with an English Professor and a Sociology Professor. After all, Business is just one of those technical studies where one only learns how to hit the right keys on the computer and add up the debits, but not really how to think. Nevertheless, given the opportunity, I would like to address the liberal arts in a general way, touch upon several points that Perkins and Basney have brought up and finally discuss the propriety of the integration of a Christian, liberal arts, and vocational/technical education.

On the question of liberal arts in general, I must question Perkins' definition of 'liberal arts'. In his introductory article Perkins attempted to develop an argument from the Latin roots of the term to say that a liberal arts education represents the development of skills that result in freedom. However a perusal of Webster's yields the following definition: liberal arts: "Transl. of *L. artes liberales*, lit., arts befitting a freeman; so named in contrast to *artes serviles*, lower (lit., servile) arts, and because open only to study by freemen; in later use understood as 'arts becoming a gentleman', the subjects of an academic college course including literature, philosophy, languages, history, etc. as distinguished from professional or technical studies; primarily cultural studies: sometimes referred to as arts." Webster further defines liberal

education as: "an education mainly in the liberal arts, not necessarily preparing the student for any specific profession."

The historical tradition then seems to define the liberal arts as those studies which individuals choose to pursue because they had the freedom to do so, and not those studies which by their nature free individuals. Our Western heritage, which has so long been steeped in the tradition of fighting for freedoms, should then look upon the liberal arts as a privilege to pursue if viewed in historical context. Unfortunately, I believe, many individuals today feel that liberal arts courses are simply something they must put up with to attain some other ultimate goal.

I am in agreement with Perkins' statement about what the liberal arts do for individuals. Namely, that they build up ability to think analytically, to think at more abstract levels, and to communicate articulately. The fact that the liberal arts have these results, should be reason enough for freemen to want to pursue them if they have self motivation and a sense of self worth.

In agreeing with Perkins on the point of abstract thought, I come in conflict with Basney's statement that the liberal arts "kind of knowledge has always claimed to be concrete—to lead us not away from our experience, but deeper into it." Again let me look to Webster for a definition of abstract as: "thought of apart from any particular instances or material objects; not concrete". If indeed the liberal arts only caused us to search deeper into our experience, learning through the liberal arts would seem to be closed ended, leading only to introspection and not giving to expansion and development of the person and culture. The skills learned in the liberal arts should enable us to go deeper into our experiences, but, as importantly, they should also enable us to draw upon our experiences and apply our learning to new thought, to be expanding our scope of experiences, to apply imaginative solutions to new problems and to be creative.

Another part of Basney's article, specifically a particular statement which he made troubled me. That statement was "it doesn't really matter who builds a bridge, just how." I would argue that it does matter WHO builds a bridge, or at the very least it matters WHO designs and supervises the building of the bridge. WHO builds a bridge is inseparable from HOW the bridge is built. I recently read an article about a man in New England who restores covered bridges. Others have repaired the bridges in some cases and made them useful. But the individual who the article focused on rebuilt the bridges to preserve the engineering, architectural, cultural and historical aura of those bridges. That man is making a contribution to the liberal arts by preserving history for future generations to observe and appreciate. Even in the construction of new bridges, I prefer to have an individual doing the work who is willing to take the time and effort to build a bridge that not only gets me across the river, but also takes into account the esthetics of the structure, its impact on the environment and society around it, and other qualitative factors. This can and should be expanded to apply to many other situations, to say, in general, that in many seemingly technical tasks, the person doing the job certainly matters because THE WHO greatly affects THE HOW.

Perkins states that the concepts we are concerned with in liberal arts at this college are: reality, knowledge, reason, beauty, and justice. He goes on to say that "since the Bible dwells at length on each one of these issues, it is clear that every one of them represents an intrinsic aspect of the Christian life. For his reason, liberal arts and Christianity are perfectly compatible: not identical to be sure but definitely com-

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The Houghton Star is a weekly publication representing the voice of the students of Houghton College. The Star encourages the free exchange of opinion; but opinions and ideas expressed herein do not necessarily represent the views of the Star staff, or of Houghton College. Letters to the editor are welcomed, and must be in the Star office by 9:00 am Tuesday. The editor reserves the right to edit contributions. The Star subscribes to the United Features Syndicate.



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John Nabholz.

patible." I agree with Perkins' view here but would so even further to say that from a Christian standpoint, the Bible is the ultimate statement on all of the issues addressed in the liberal arts and therefore Christianity and the liberal arts are not only compatible, but must be combined for a balanced program of study—the liberal arts to teach us a world view, and Biblical studies to give us an eternal and divine perspective on that world view.

Finally, I want to address the question of what place vocational/technical studies have in a liberal arts institution. As I indicated above, I believe that it does matter "who builds the bridge." And, increasingly, the areas which are considered technical/vocational are coming to realize that it does matter who does the tasks. I will address myself specifically to business since that area encompasses many vocational/technical skills and has implications for other areas.

An article that appeared in the Buffalo Evening News in January of this year read in part: "Complaints over the decline of broad-based, humanities-oriented higher education came from a surprising sector Wednesday—a group of top corporate executives who met at Canisius College to discuss education for managers of the future.

"We are in real danger of becoming a nation of tunnel-vision specialists, illiterate in all fields but our own," said Frank A. Lee, the former chairman of Foster-Wheeler Corp.

Mr. Lee who claimed to have once averted the takeover of his company by using a quote from Herman Melville, was joined by other executives in suggesting that philosophy, ethics, Latin and literature are as important to a successful business manager as are accounting, data processing and income tax law.

Robert W. Rich Jr., president of Buffalo's Rich's Products Corp., said graduates who seek employment at his family's firm are not prepared in simple communication skills.

"You'd be amazed how many cannot write, cannot read, and can't even talk," he said. "So many of them don't know how to write simple, concise reports."

Mr. Lee summed up the basic message of the session.

"Business skills alone will not bring success in business," he said. "We must recapture curiosity and learn to imagine again."

In another article, published in the Wall Street Journal in February of 1981, Mr. Judd H. Alexander, senior vice president of American Can Company, who majored in English at Carleton College said the following:

"For its executives of the future, business will want to select from a cadre that is diverse and versatile. It will want MBA's and engineers and communicators, sociologists and historians and even a philosopher or two. It will need dreamers and realists and pragmatists, drivers and moralists. It will want candidates with imagination and organization, confidence and humility. Above all, business needs people who are smart, who know how to use their brains and how to work well with others.

Students with any academic background are prepared for business when they can educate themselves and continue to grow without their teachers; when they have mastered techniques of scholarship and discipline and when they are challenged to become all they can be."

Clearly business is realizing that it desperately needs liberally educated people; that it does matter who is doing the task, because the who makes a difference in how the task is done. Therefore we need some kind of linking between the liberal arts and vocational/technical training.

It is obvious that in today's society, most of us do not have the luxury of pursuing a liberal education indefinitely, at least not without some visible means of support. Furthermore, most "visible means of support" involve some vocational/technical skills, which must be learned. The trend in the past has been to keep the two areas separate. We still occasionally hear questions as to the legitimacy of a Business Program in a Liberal Arts Institution. But from what I read in the articles quoted, it seems that the most legitimate place for vocational/technical skills to be taught is in an institution that is also dedicated to the tradition of the liberal arts. We really have perfect compatibility rather than incompatibility.

By placing our vocational/technical training in the context of a liberal arts institution with a significant core of liberal arts courses required, we provide optimum benefit for several parties. The individual is bet-

(continued on page 4)

# HEMISPHERES

by David Seymour

Both supporters and opponents of the nuclear freeze rallied in Washington Tuesday as a resolution calling for a bilateral weapons freeze by the Superpowers sailed through the House Foreign Affairs Committee by a comfortable 27 to 9 margin. The non-binding declaration asked for both the U.S. and the Soviet Union to hold their stockpiles of nuclear weapons at current levels, and to discontinue all production of new ones. The same day, President Reagan, addressing a convention of evangelicals in Florida, claimed the U.S.S.R. has never abandoned its Marxist-Leninist goal of world revolution, and implied that the Soviets simply do not share the same moral qualms about the use of nuclear weaponry that plague Americans. The President said a nuclear freeze at this time would amount to "simple-minded appeasement" which would reduce the U.S. to a position of "military and moral inferiority." Accompanying—and perhaps bolstering—Reagan's anti-pacifist speech were a new Pentagon report claiming the U.S. has now fallen behind the Soviets in military strength, and the news that Moscow has now deployed another 100 of its intermediate-range nuclear missiles in south-central Asia.

Delinquent debts owed to the federal government in 1982 totalled \$41.1 billion, up from \$25.3 billion in just three years, according to the Office of Management and Budget. About two-thirds of the debt consists simply of unpaid taxes; the rest includes overdue loans to students, veterans, businessmen and farmers. In fact, Washington operates 422 lending programs, run by several different departments. Now, after a decade of increasing defaults, the government is cracking down with the help of a new law which permits federal collectors to obtain more information than privacy laws recently permitted. A few of the government's latest tactics: a stricter IRS, which now employs 3000 new collection agents and uses computers to track down tax evaders, the seizure of cars, homes and even cattle to force repayment, and greater use of the Justice Department, which can sue delinquent borrowers in Federal court.

The ailing American steel industry will find some relief from its cash squeeze in the new contract between the United Steelworkers and seven major steel companies. The March 1 agreement, which entails an immediate \$1.25 an hour pay cut for laborers, is designed to free more corporate dollars for the plant modernization needed by domestic firms to compete once again in the world market. But according to U.S. News & World Report, the wage concessions will do little to help the industry, which last year paid its workers over \$23 per hour—and lost between 3.5 and 4 billion dollars. Foreign competition, especially from Japan, where production is more efficient and labor costs are only half the U.S. average, will continue to threaten domestic steelmakers, already operating at Depression levels. How much would American steelworkers have to give up in wages to make their companies fully competitive? Charles Bradford of Merrill Lynch says "the industry needs to cut its wages by about \$10 an hour—but that's clearly not achievable."

West German voters stayed with the right last Sunday as they elected incumbent Helmut Kohl of the Christian Democratic Union to serve another four years as chancellor. Kohl's defeat of the left-leaning Hans-Jochen Vogel of the Social Democrats quieted fears in Washington that the 34-year old Federal Republic was drifting toward neutralism. The conservative Kohl will almost surely order installation of the 204 U.S. Pershing II and cruise missiles scheduled for deployment in his country late this year, barring a breakthrough in the Geneva arms talks with the Soviet Union. Western analysts had feared that a vote favoring the opposition would have led to a parliamentary coalition of the Social Democrats and the anti-nuclear Green Party which could have rejected NATO plans for the missiles and caused a general shaking of the Atlantic alliance. The right's victory also dashed Russian hopes for a socialist takeover of Kohl's government, which, though retaining its *Ostpolitik* policy of rapprochement with communist East Germany, has been staunchly pro-American in its official rhetoric.

(continued from page 3)

ter served through having both liberal and technical training. He or she is much more flexible in abilities and skills, will generally be much more mobile in the job market, and will most likely gain greater personal fulfillment from life. The employer gains by having more broadly educated employees who can perform in more than a narrow technical area. Society, in general, benefits since a more liberally educated populace should be increasingly sensitive to the problems and needs of others around them.

I believe that a good case can be built for the legitimacy, even expediency of vocational/technical skills being taught in the liberal arts context, and, as stated before, for the liberal arts to be taught in a Christian context. A Christian commitment and a Biblical viewpoint are critical for an ultimately fulfilling life. The liberal arts are invaluable for developing ones intellectual abilities. Vocational/technical training is necessary for most of us today. Therefore, I believe that a combination of Christian, liberal and vocational education, all interdependent, is the optimum form of education for the majority of today's students.

David W. Frasier  
Assistant Professor of Business



GEE... A THREE BEDROOM HOUSE FOR ONLY  
TWO HUNDRED BUCKS... WHAT'S THE CATCH?

## Pastors Convene

by Beth Goodridge

The annual Ministerial Conference is to be held March 14-16, 1983. Speaking for the conference will be Rev. Laurel Buckingham, Carl and Nancy Lundquist, and Dr. Carl Schultz. The theme of the retreat will be, "The Growing of a Pastor," and will consist of an opening banquet followed by music by Malachi, and an address by Carl and Nancy Lundquist. Tuesday is filled with activities including a meeting and dinner with the students. The closing session is Wednesday at 1:30. During the three days there will be seminars, and workshops for pastors and their wives.

Dr. Lundquist completed 28 years as President of Bethel College and Seminary in St. Paul, Minnesota. He is now president of the Christian College Consortium, a nation-wide

network of 13 colleges. Since 1943 Dr. Lundquist and his wife Nancy have devoted their professional lives to pastoring, or the training of pastors.

Dr. Schultz has chaired the Division of Religion and Philosophy at Houghton College since 1975. He joined the Houghton faculty in 1965. Following graduate work at Wheaton College, the University of Pittsburgh and Harvard, he received his Ph. D. from Brandeis University in 1974. Dr. Schultz will present a seminar entitled, "Biblical Perspectives on the Family."

Rev. Laurel Buckingham will present a workshop on, "Prayer: One Pastor's Personal Experience." Rev. Buckingham is also the recipient of this year's Pastor of the Year Award. He is a graduate of Bethany Bible College, and has

## External Affairs Reorganized

by Walt Pickut

Jon Balson is not really resigning from External affairs; the story is much bigger than that.

Major reorganization within Houghton's External Affairs division will reshuffle many key campus administrative responsibilities next year, according to Dr. Jon Balson, executive director of External Affairs.

Currently, External Affairs coordinates activities between admissions, financial aid, development, church relations, conferences and special projects, public relations, and alumni affairs, according to Balson.

"Many operations occasionally function independently or nearly autonomously," Balson explained, "but External Affairs tries to create strong communication links for them and coordinates their activities."

The reorganization will place Robert Danner, dean of Student Development, over financial aid and admissions, according to Balson.

Alumni affairs, under director Richard Alderman, will assume responsibility for church relations and the public information office.

Balson noted that he is currently retaining responsibility for development, conferences, and special projects.

Operating efficiency is one of the advantages he hopes for, but Balson feels the plan makes another important contribution.

By accomplishing turnover of administrative responsibilities by June 30, Balson will make time to complete an M.A. degree in political science at the University of Buffalo. He will then join the Houghton College faculty in the fall and teach political science.

One of his goals for the future, Balson explained, is to create a



political science major. He hopes to stimulate graduates to seek elected office and to enter government and foreign service.

"Pre-law students will also benefit from a political science major," he added.

For the spring of 1984 Balson hopes to have a course prepared to offer on the politics of international economic relations.

"Also state and local politics should be taught," he said, "and we should really have some of the state and local politicians in class."

Farther in the future Balson foresees interdisciplinary courses concerned with distinct geopolitical regions of the world.

"There should be a course studying Central America," he explained, "in which we can investigate politics, sociology, economics, language, history, and so on...an interdisciplinary study. It would be highly relevant."

In 1968 Balson graduated *cum laude* from Houghton College, then completed both M.A. in 1971 and Ph.D. in 1973 at the University of North Carolina. His area of specialization was historical linguistics. He also has experience in government service.

pastored country churches of different sizes and backgrounds. Rev. Buckingham has served the Moncton Wesleyan Church for the past 12 years. During his pastorate, the church has grown from one of the smallest in the city to the largest in Atlantic Canada, average attendance is in excess of 1,000.

The "Pastor of the Year Award" going to Rev. Buckingham, is in memory of Claude A. Ries who taught at Houghton College from 1924-1963 as Bible and Theology professor and religion division chair-

man. Because Dr. Ries was so identified with the ministries of his many former students, in 1968 the college established the Claude A. Ries "Pastor of the Year Award" to recognize significant contributions to the pastoral ministry and to honor the man who modeled the highest ideals of preparation and commitment himself.

The retreat will be done partly in chapel because the pastoral ministry is important for Houghton College.



## Earn Credits in Europe

by Jeff Hansen

Have you ever been to Europe? No? Well, this May Term is your chance. Professor Paul Johnson and President Daniel Chamberlain will be this year's hosts to a centennial tour of Europe.

Though the tour is designed for alumni, current students are eligible and can earn two credits in the process. The cost, \$1350, may sound expensive to most students, but professor Johnson, Houghton's director of international studies, stresses that it is an "excellent value."

Both Johnson and Chamberlain have toured Europe before. Helping them conduct this year's two week tour will be a European Courier who will point out the educational and cultural values found in the European society. According to Johnson this May's tour of Europe "is not just a pleasure tour, but an educational tour as well."

The tour's major stay is in

France, with side trips to England's London, Portsmouth and Canterbury; Switzerland's Lake Geneva and Mt. Blanc Tunnel; and Italy's Torino. A few of the stops in France include: Paris, Monaco, Avignon, Reim and Nice.

With the educational experience in mind you will see sights like Westminster Abbey, Dover's "White Cliffs," the Louvre Museum, Louis XIV's apartments, the Bayeux Tapestry and the Normandy Beaches of D-Day. Visions of Leonardo Da Vinci, William the Conqueror and Romantic poets will be brought to life in their actual settings.

There is still time to join this year's tour of the European countryside. For more information contact professor Johnson or the Alumni Office by March 30th. If you have never experienced Europe, or want to go again, make sure to look into Houghton's Alumni Tour 1983.

## Admissions Anticipates Decline in Enrollment

by Christine Campbell

Now that the baby boom has graduated from college and has entered the working force, student enrollment is down nationally and the number of eligible high school seniors is on a decline until 1992, experts predict. From 1978 to 1985 the number of high school graduates in New York State alone will decrease by one-third. The emphasis on vocational training rather than on liberal arts is another possible contributor to this trend. Of the thirteen colleges that make up

the Christian College Consortium, nine declined in enrollment, three remained the same, and only one went up. Enrollment at Houghton has increased since 1979, but after the graduation of an especially large class this May, the administration is gearing up for a decline of thirty to forty students and projects an enrollment of 1120 students at the main campus next fall.

Though the college is preparing for a potential decline, Wayne MacBeth, Admissions Director, says that the size of the college can



Last Saturday, ACO's Spaghetti Splash Bash entertained 45 children and their "Big Brothers and Sisters" in the Snack Shop. After a delicious Italian meal, ventriloquist Joanne Thompkins led in a devotional story. Steve Jones and Kim Zahn then headed a New Games Festival. The Bash ended after the showing of "Dumbo" in the chapel.

Special thanks go to Lois Kelley and the rest of the ACO Cabinet.

be maintained. To keep the numbers up, he stresses the importance of using publicity effectively to reach prospective students. *The New York Times Selective Guide to Colleges*, an article in the November 1982 issue of "Changing Times," and a mention in *The Competitive Colleges* all attest to Houghton's academic reputation and its ability to attract students. Responding to a recent article in the *Buffalo News*, MacBeth states that the college is trying to take better advantage of its recognition factors.

The annual Phonathon, scheduled this year for the first two weeks in April, provides scholarships for incoming students in financial difficulty. While upperclassmen may apply for financial aid, scholarship dollars help to maintain enrollment by allowing in those students who might not have attended otherwise because of costs. Lest one think that Houghton standards for admission have dropped, MacBeth notes that SAT scores for this year's freshmen class and the incoming freshmen are actually up.

## Gao Replacement listed as Priority

by Bob Arnold

A new dormitory complex and a new fine arts building top the colleges' priority list of new building projects, explained administrator Kenneth Nielsen last Monday.

"Replacement of Gaoyadeo Dorm is first as far as the Board (of Trustees) is concerned and will be considered again in September," said Nielsen, who has been treasurer and business manager of Houghton College since 1971.

"The next major facility is the fine arts building, but no major planning will be considered until we finish paying off the debt on the gym. We still need to raise \$87,500 to pay for the gym. In the meantime, we are budgeting a debt reduction of the gym," added Nielsen.

"Better utilization of the area"

in the basement of the campus center is also being considered, he said. "If the improvements are relatively minimal, the administration won't need to take it to the trustees." He also added that "There are no formal plans to renovate Woolsey now."

If money were no object, what building projects and renovation would Houghton College undertake? Besides the dorm replacement and the new fine arts facility, Nielsen would like to "renovate or replace Woolsey (building)" and "drill another gas well."

Nielsen would also like to see "an arcade between Fancher and Woolsey and the library so students could move all inside. . . We need to conserve heat as we become more energy-conscious."

And finally, with unlimited money resources Nielsen would buy management equipment such as "more modern boilers, heating systems," and "a computer to regulate heat in classrooms."

Nielsen has worked at Houghton for almost 23 years. "That is why I can address the issue of facilities,"

he explained. "When I first came, we didn't have the library, campus center, one wing of East Hall, bowling alley building, Brookside, or gym. All are new since I've arrived. That's half the campus." Nielsen concluded. "We are much better equipped than in the past."

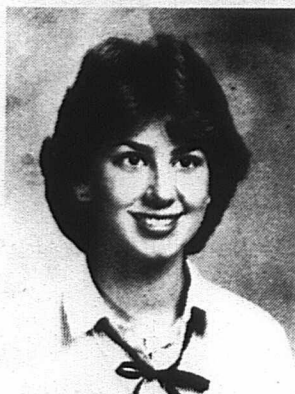
## Lickers Stop Sticking

by Beth Sperry

According to a highly placed source who described himself as "usually reputable," the Willard J. Houghton Memorial library's policy has undergone a subtle change. The familiar labels reminding readers that "the Christian student recognizes that an enemy has sown tares in the wheat of God's truth"

will no longer be affixed to the inside cover of school-owned books. The librarians do, however, intend to use up the remainder of their sticker stockpile before suspending their licking operation. Some have speculated that this may constitute an especially scrupulous feature of the college's retrenchment program.

# Candidates Present Platforms



**For the Office of Student Senate President:**

**CANDIDATE:** Nancy J. Haven  
**QUALIFICATIONS:**

- Academic Affairs Council: student representative
- AAC Executive Committee
- AAC Curriculum and Program Review Committee
- Student Senate: English and Speech Division representative, Social Chairperson
- WJSL Board of Controls: student representative
- Current Issues Day Evaluation Committee: student representative
- New Student Directory '81-'82: co-editor
- Senate chapel coordinator and speaker
- College Choir
- Malachi
- Dean's List
- desk proctor

## **PLATFORM:**

The key role that every Student Senate President must play is that of student body representative. To be a true representative denotes standing for or acting for another. For the President of Student Senate specifically, this role demands an ear attune to the ideas and needs of the student body and a voice willing and able to articulated, and when necessary, to argue for these needs and ideas. As Senate President, I would be committed to an active role as student body representative from the college President and Trustees to the Student Development Council advocating student rights and pursuing improved dialogue between students, faculty, and administration.

One of the main channels of dialogue between students, faculty, and administration is through the student representatives on Houghton's four governing councils—Academic

Affairs, Financial Affairs, External Affairs, and Student Development. As President, I plan to meet regularly with the student representatives on these councils to keep aware of any policy changes affecting student welfare.

I am concerned over the lack of participation in this year's Senate Charity Drive. I'd like to see the Annual Charity Drive become more than Senate's once a year attempt at Christian service, but as part of a consistent policy of working with and supporting all forms of Christian service on campus. In speaking with the various presidents of ACO, CSO, and SFMF last semester, I realized that these outreach groups have often had needs that have not been fulfilled (for example, a vehicle for hospital visitation of funds for a community service project) simply because the groups have not had an advocate in the "upper echelons" of decision making at Houghton. As President, I would like to seek Senate working for, not against, our school's outreach groups and various clubs and organizations.

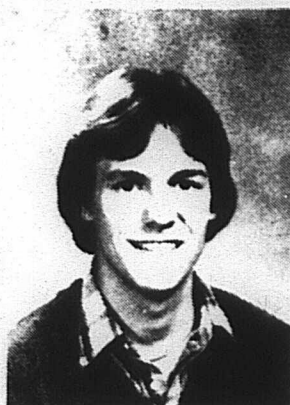
After having served on the Current Issues Day Evaluation Committee last semester, I am especially committed to making this day next year a smashing success. Through close contact and cooperation with the CID committee, I trust that we can turn CID into a memorable annual event that *no one* will want to miss.

Within the Cabinet and the entire Senate, I would simply like to continue the work of the many previous Senate Presidents. I don't wish to control or dominate the Senate, only to guide each Senate member and Senate as a whole towards their greatest potential. I agree with Lao Tse who wrote in 565 B.C. that a "leader is best when people barely know he exists. . .who talks little." I hope to be a leader who works with, not against, students to achieve common, not personal, goals; who "talks little" but listens continually to the ideas and observations of students; and who dares to "go out on a limb" for students whenever the need arises.

C. A. B. Presents

OLIVER

March 12, 10 PM  
Wesley Chapel



**For the office of Student Senate President:**

**CANDIDATE:** Darren Sheridan  
**QUALIFICATIONS:**

- Senate Involvement
- Senate Cabinet, Treasurer
- Jr. Class Senator
- Soph. Class Senator
- Student Activity Fee Review Committee Member
- ad hoc committee on Approved College Housing
- CAB Treasurer
- Homecoming Committee 1982

## **other involvement:**

- RA Shenawana
- Jr.-Sr. Committee
- Accounting Lab Asst.
- Member YAO
- Member ISA
- Admissions Tour Guide
- Admissions Phonathon
- Desk Proctor, Shenawana
- Daystar
- Chapel choir
- Various Intramural Sports

## **PLATFORM:**

I believe the first goal of any student leader should be to provide accurate and quality representation for the students he represents.

One obvious way to accomplish this goal is through improved communication. This can only be done with leaders willing to listen and search out student opinion on campus issues that concern them. Senate must strive to provide a responsible voice to be used in two-way communication with the faculty and administration.

It is this two-way communication I would like to emphasize. The Student Senate is not only a voice to the faculty and administration from the students, but it is also an ear for the faculty and administration to communicate accurate informa-

tion to the students. Too many gripes, complaints, and bad feelings are based on misinformation. I will strive to keep you informed, and if you have any questions or suggestions, I want you to feel free to talk with me about them. I want to run an office open to anyone at anytime.

I think a president should have an open mind and be willing to consider a variety of viewpoints. In the past I have always tried to contribute to Senate forums for the expression of all sides of issues. Also I have tried to personally be as open to new ideas and perspectives as possible. I believe this is necessary for effective governance.

I also feel there is a need for improved school spirit and loyalty. I think the college, its ideals, and its system are good and workable. If I didn't believe this, I wouldn't be running for office. There may be room for improvement and if you think there is, then do something. Express that feeling through the proper channels; don't just sit there complaining and letting that negative attitude affect your feelings for the college and the valuable opportunities in this community we so often neglect.

I think I have the necessary experience to lead the Senate in accomplishing these goals. I have experience working on the cabinet and I have also been an active senate member for two years. A working knowledge of the Senate cabinet, the Student Senate, and their respective activities is vitally important in leadership of the Senate. My goal is to provide concerned and capable leadership for the Student Senate.

The Student Senate election speeches will be delivered during chapel on Thursday, March 17. Voting will take place in the Campus Center during lunch and supper on that date.



ms

Too many gripes, and feelings are not in the position. I will strive to be heard, and if you have suggestions, please write to me to run an office at anytime. I should have an office to contribute to the expression of my ideas. Also I have an open door policy as necessary for my office.

I need for integrity and loyalty. I have a lot of ideas, and it's not always workable. If I wouldn't be there, there may be a lot of things that I would do something. I thought the office just sit there and let things that negative feelings for the valuable opportunity we so

necessary experience in accomplishing. I have experience in cabinet and active senate members. A working senate cabinet, and their respective important in the senate. My goal is to be a capable and confident Senate.

Senate speeches are read during Thursday. Voting is in the afternoon during supper



**For the office of Student Senate Vice President:**

**CANDIDATE: Michael Edgett**

**QUALIFICATIONS:**

- Class of '84 Constitutional Committee
- Freshman Class Treasurer
- Sophomore Class Social Chairman
- Junior Class Senator
- ad hoc Off-campus Housing Directory Committee
- ad hoc Video Game Committee
- Junior Senior Banquet Committee
- Gen. Chemistry Lab Assistant
- A Schmed

**PLATFORM:**

The Student Senate Vice President's job primarily consists of being chairman of the Campus Activities Board (C.A.B.). The responsibility of C.A.B. according to the constitution of the Student Senate is "for planning, organizing, and funding a balanced program of campus activities and entertainment." There are a few major ways in which I plan to fulfill this requirement.

I believe the key word in the above definition is "balanced." C.A.B. should provide a wide variety of films, musical groups and other forms of entertainment. It's absurd to think that every C.A.B. function will be of interest or to the liking of everyone, but hopefully through careful planning we will be able to offer a good variety for everyone throughout the year.

Along the same subject I would like to see more thorough publicity of events. Most serious complaints coming to C.A.B. could be avoided if the students were better informed about events beforehand. I will try to give students a better idea of what to expect, especially when it comes to movies.

In addition to C.A.B., I'm also looking forward to working with the new cabinet and the rest of Senate throughout the remainder of this semester and all of next year. I want to see Senate be the voice of not the

individuals in Senate alone, but that of the students of the college as a whole. I strongly encourage you to talk to your representatives or better yet, attend a Senate meeting yourself. Senate may not have complete control of everything that goes on around this campus, but it definitely is a channel by which to voice your opinion.

I believe my involvement in various activities, as outlined above, gives me the experience and knowledge for this position.

Dear Carol:

As I gazed through last week's STAR, I happened to fumble upon an article which pertained to my life at college. You see—I, like many before me, was a victim of the top half of the science building. All I ever cared about was my cobweb collection, and my Periodic Table of Elements. I even tripped over the cracks between the tiles on the men's room floor. In short, I was a Calvin (an absolute zero).

I read Craig Seganti's letter, and ZOW-WAMMY, I was transformed into somebody who could serve. Despite the atrophy in my legs, I soon taught myself to wear sneakers. From there, I progressed into a full fledged athlete. I went to the new gym to practice my new found life. I saw many people playing alien variations of basketball. They served God with what they termed "slap-shots," "slam dunks," and "cherry-picker shots." It was then that I realized just how selfish and mean I was to place so much value on my future. I reread Craig's letter to set deeper meanings of "means" and "ends," and realized that I should join an outreach group. Conflict entered my life when I realized that Jamie Rogan was my only entrance to ACO. I couldn't even talk with him though: Not because I feared his superiority, but rather because he was studying his biology texts and I did not want to bother him...

I have no intentions of being blasphemous, but rather comical to illustrate a point. Last week I did read Craig's letter, but those things didn't happen to me: Just as Studious Maximous didn't happen to Craig. I have a high regard for God, his creation, and service to Him. I'm also partial to a pick-up basketball game, and a good laugh.

# Letters

I realize that knowing the Lord does not call for a one-sided life. So I resent being labelled as a part of some pack of zombies that lurks in the bowels of the science building. If you, the reader, pay any attention to my story, pay it to the ending. Craig didn't have to go straight to the science building to find poor Christians. He should realize that bad apples can be found in anybody's bucket.

I believe that when one is satisfied with his aspirations to Jesus, he should be scared. This means that we all (Music, Chem, and Bio. majors alike) should work to improve our "walk" all of the time. The few hard-core studiers here believe that they are working on a unique gift to God's service, to be presented to Him at a later date. So Craig, you didn't have to pick on Stu if he didn't pick on you.

Affectionately,  
Jim Ladine

Dear Carol,

It's 9:10 in the morning and the library is quiet, perfect for studying. . . well . . . all except for the racket the custodians are making buffing the floors. Considering the library is now closed 2 hours a day so money can be saved can't the cleaning be done during that 11:00-1:00 break or over dinner? Our studying time has been cut back by the new library hours; it would be nice not to have to listen to vacuum cleaners and floor buffers during the time we can study. It is bad enough that the library is closed so many hours—from 11:00-1:00, during prayer meeting, during dinner—but since it is closed (complaints about that will be confined to another letter), the cleaning should be done then when the noise won't disturb the students. Other buildings are maintained by a night staff, why not the library?

Studiously Maximous,  
Jen  
Debbie  
Glenn

Dear Carol,

Existentialism smells.

Beth Sperry

Dear Carol,

I have grown increasingly disillusioned by the choice of movie viewing offered by this college. I was tempted to write in after *Being There*, but the showing of *Dumbo* was the proverbial straw.

First off, I came expecting a nice, quiet 'G' movie for kids. Little did I know that I would be subjected to a barrage of discrimination, bribery, bullying, exploitive cruelty to animals, sex, drunkenness, racism, deceit, and rebellion against authority. Although the movie was approved for kids, even I, as a "mature" college student, could feel its negative effects. Especially when the circus-master actually undressed in his tent. It embarrassed me to realize that the ACO kids were present.

Did you see the older elephants discriminate against *Dumbo*, merely because of a physical defect? Surely this is a social statement on our society's treatment of "abnormal" individuals! I was appalled to see those kids bullying poor *Dumbo*, and the clowns forcing him to jump out of the burning building. One of the clowns actually said, "Aw... He's just an elephant. They don't have any feelings."

How about those crows? Talk about stereotyping blacks! They and the mouse deceived *Dumbo* with the "magic" feather. Granted, it was for a good cause, but does the end justify the means? Can good truly come from evil?

In his first triumphant flight, *Dumbo* defied the ring-master and the older elephants by dumping the former into a tub of water and shooting the latter with peanuts! Is this telling the audience that rebellion against those set in authority over them is a thing to be desired?

The most disturbing thing for me was the underlying message portrayed in *Dumbo*. The audience is shown an overly optimistic view of life and shown how meaningful life can be without God. Is that a healthy thing for Christians to be exposed to?

I propose that the college either quit showing movies altogether, or, on each movie poster, write: "Don't come if you would object to seeing or hearing this:..." and then describe any and all offensive material.

Nate Trail

letters continued

Dear Carol,

Despite all allegations to the contrary, CAB's movie-selection policy is not an attempt to promote immorality, indecency, insensitivity, or compromise of this institution's standards. Nor are we making some desperate attempt to enrich our coffers by appealing to the baser instincts of the campus constituency. Rather, CAB's intent is simply to provide worthwhile and varied entertainment.

CAB's controversial decision to show "Being There" was based on that principle. It was the consensus opinion of CAB and Film Review Committee that the thoughtful entertainment the movie provided proved it worthy of a campus showing. It must be made clear that CAB and Film Review Committee did not necessarily

approve of the "offensive" scenes in the sense that we encourage students to behave in a like manner.

The overall excellence of a movie and the fact that the "offensive" scenes did serve to emphasize the major theme of the movie justified the movie's showing. A decision of this type is in accordance with the college's Film Policy which states: "The approval of a particular film does not always imply endorsement of every aspect of the production (Sec. II.D.)." This is an admittedly subjective judgement yet it is one which was made in good faith and in the interests of the campus. Much thought went into the decision; any accusations of "blind approval" are unfounded.

Sincerely,  
Jack Connell  
Chairman, CAB

## CID: A Different Format

by Barbara Baker

Current Issues Day took on a different format this semester. After an informative hour and a half session with Mr. Thomas Beauchamp, students and faculty met in small groups to discuss combinations of the six case studies which included: Nurturing a defective newborn; Family wishes and patient autonomy; Saying no to hemodialysis; Refusing surgery for a baby with Down's Syndrome; Alone, dying and out of control; and A demand to die.

Following lunch, there was an informal reception in the Campus Center lounge where students and faculty met on an individual basis with Mr. Beauchamp.



Left: Beauchamp at the reception

The Houghton College School of Music  
presents

Elizabeth Jennings White, Flutist  
in Senior Recital  
assisted by

Katherine Imrie, pianist  
and the  
Houghton College Chamber  
Orchestra  
and

Ria Yvonne Burke, Soprano  
in Junior Recital  
assisted by  
John Roseti, pianist  
Monday, March 14, 1983  
8:00 pm  
Wesley Chapel

Miss Burke, daughter of Mr. and Mrs. Noel D. Burke, is a 1980 graduate of Houghton Academy. She will graduate with a Bachelor's Degree in Applied Voice in 1984. At present she is a student of Professor Ben King. In her time at Houghton she has participated in Chapel Choir (1 year), College Choir (2 years), and Opera Workshop (2 years).

Her recital will include:

O ma Belle Rebelle  
Venise —Gounod

Sehnsucht  
Das Veilchen  
An Chloe —Mozart

"Mi Chiamano Mimi"  
from La Boheme —Puccini

## MUSIC

Dying Nightingale  
How do I Love Thee?  
Why So Pale and Wan, Fond  
Lover? —Dello Joio

The Green Dog —Kingsley

Ria will be assisted by John Roseti,  
pianist.

Miss White, daughter of Dr. and Mrs. James T. White will graduate in May with a Bachelors of Music Degree in Music Education. After graduation she hopes to teach, and eventually continue her education in preparation for teaching college level music. In her four years at Houghton she has been a member of the Concert Band, Wind Ensemble, Woodwind Quintet, A.C.O., the Student String Assoc., and the Opera Orchestra. She was a representative to NYSSMA, and was a Resident Assistant in Brookside.

Her part of the program will include:

Concerto in C Major for Flute  
& Chamber Orchestra —A.  
M.E. Gretry

Sonata for Flute & Piano —  
Poulenc

de Concours for Alto Flute Alone  
—G. Faure

Piccolo Concerto on C Major—  
Vivaldi

Serenade —Howard Hanson

Elizabeth will be assisted by  
Katherine Imrie, pianist, and the  
Houghton College Chamber Or-  
chestra.

The Houghton College School of Music  
presents

Jeannine Sanson, Flute

assisted by  
Kristen Kipp, piano;  
Karen Wallace, guitar  
and

Craig Seganti, trumpet

assisted by

Janet Johnson, piano; Marybeth  
Danner, organ; and the Houghton  
College Brass Quintet

Wednesday, March 16, 1983  
8:00 pm  
Wesley Chapel

Jeannine Sanson, daughter of  
Mr. and Mrs. Frank E. Sanson of  
Miami, Fla., will graduate *Magna  
Cum Laude* with a B. Mus.

degree in music education. She also  
carries a Bible minor.

During her four years at Houghton  
she has been active in Chapel Choir  
(1 yr.), College Choir (3 yrs.), band  
(3 yrs.), orchestra (1 yr.), flute en-  
semble (4 yrs.), C.S.O. (2 yrs.),  
FMF (1 yr.), Music Ed. Club (4 yrs.),  
Student Senate and German Club.

Her part of the recital will con-  
sist of:

Sonata for Flute & Piano —  
Hindemith

Sonata a-Moll —Jean Baptiste  
Loeillet de Gant

Syrinx —Debussy (bass flute)

5 short Pieces —Mouquet

Jeannine will be assisted by Kristen  
Kipp, pianist, and Karen Wallace,  
guitarist.

Mr. Seganti will graduate in  
January, 1984 with a B. Mus. in  
Music Education. He has partici-  
pated in the Jazz Ensemble (3yrs),  
Band (1 yr.), Orchestra (2 yrs),  
and Wind Ensemble (1 yr).

The contents of his recital will be:  
Concerto in D —Telemann  
Sonata —Hubeau  
Galliard Battaglia —Scheidt  
(quintet)

Craig will be assisted by Janet  
Johnson, piano; Marybeth Danner,  
organ; Tom Darling, Trombone;  
Dale Erickson, French Horn; John  
Kratz, Tuba; and John Vogan,  
Trumpet.



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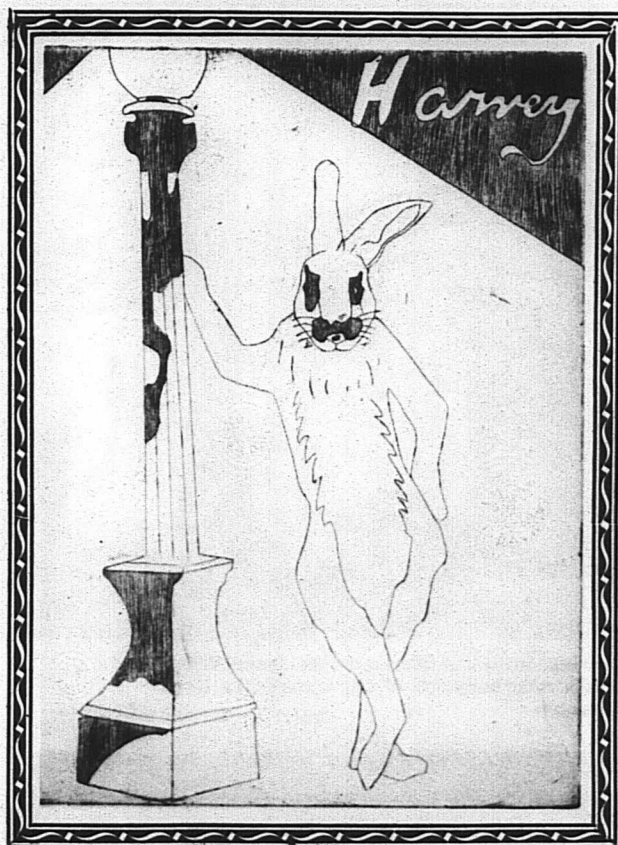
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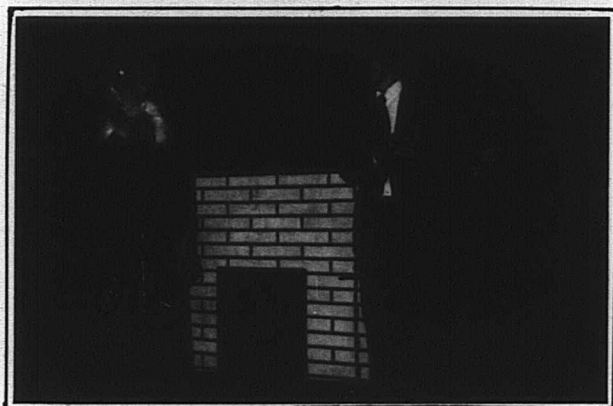
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—Scheidt

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print by Audrey Stallsmith



Aunt Ethel—I want you to meet Harvey.

**DIRECTED BY**  
Beth Wind

**Stage Manager**  
Linda Ippolito  
**Technical Director**  
Jay Jackomin

# Dramatis Personae

Myrtle Mae Simmons  
Veta Louise Simmons  
Miss Johnson  
Ethel Chauvenet  
Elwood Dowd  
Ruth Kelly, R.N.  
Lyman Sanderson,  
Duane Wilson  
William Chumley, M.D.  
Betty Chumley  
E.J. Lofgren

Carmen Ranalli  
Jaynn Tobias  
Barbara Brown  
Billie Crane  
David Shoemaker  
Rebecca Banker  
Jonathan Matthews  
Nate Trail  
David Seymour  
Beth Sperry  
Timothy Hostetter



Take your time... Don't strain. Let it come. I'll wait for it.

## "Harvey" Performances:

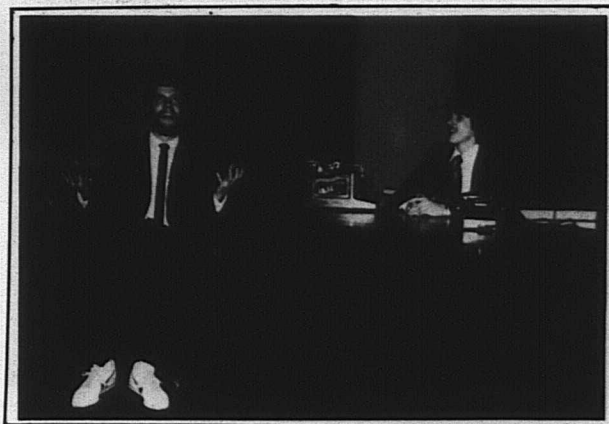
Thursday, March 17 8pm

Saturday, March 19 1:30pm, 6pm

All performances in Fancher Auditorium

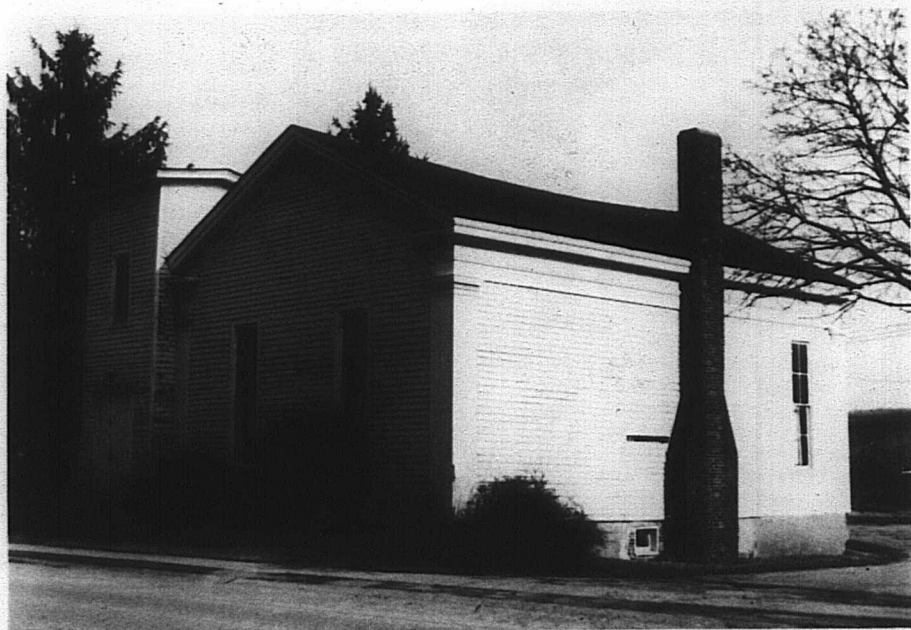
Tickets now available in the bookstore and the Village Country Store

Admission: \$2.00

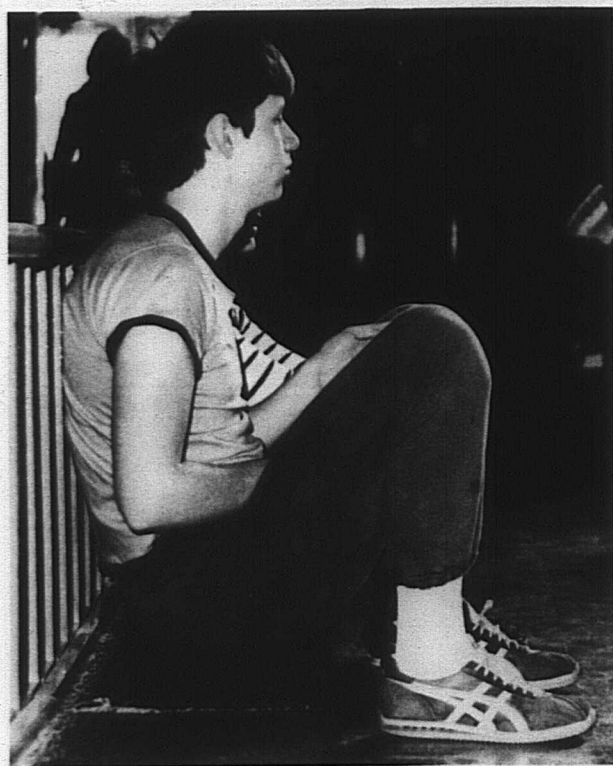


Oh, bliss!

# YOU NAME IT



Initial proposals have been written for the conversion of the old Village Church building into a community arts center, according to Norm Jones, project coordinator.



It's going to be another one of those days, Ferd. Don't look so excited!



Timothy Collins, concertmaster, awaits the beginning of last week's Fine Arts chapel performance by the Houghton College Philharmonia.



# Judy Childress

## *Night Forms*

The toad pressed to the glass door  
Exposes a pale blemished  
Belly. Pulsing underchin  
Clinging to the warmth.

The full moon pulses  
Behind drifting cloudcover  
Exposing a blemished orb  
To the sun's lighthouse.

A miscarried love sticks  
Lumpish and crude, exposing  
My blemished pulse, thick and painful  
That desires a return of fire.

The night croaks at morning.

## *Classmate*

Slouching he trod silently, close to the wall,  
So as not to be rushed by the crowd.  
Slowly he opened his creaking locker.  
Clutching his books he slipped into class.  
He sat positioned near the wall,  
Twisting a gold ring.  
Class began, no one having spoken to him.  
His hand slithered across the page  
Taking notes in a squiggly script.  
His nervous eyes shifted side to side;  
Huge liquid eyes. He was pale and had no chin,  
With a lump in his throat that  
Slid up and down in a silent gollum.

## *Dream*

He appeared from a blur  
Carrying darkness and wearing the reds  
Of moving blood, you see through closed lids.  
He towered over me  
Caressing mock kindness in one hand,  
Raising half truths in the other.  
He was convincing me  
Spewing liquid ash  
That burned through my mind.  
Creating dust from the forgotten, the forgiven.  
I'm blinded by clouds of despair.  
A small white dove fluttered  
Against my ribcage.  
The morning sun shone through the window.

## *Man in the Glass Box*

Selling tickets and watching them go by  
Usually he saw nothing changed  
Then one day a light went out  
Outside his cage  
And the glass reflected  
The color of his hair  
And the folds of his skin  
The lightbulb was changed  
And so was he.

When one person bought two tickets  
He asked, where's the other  
When only one was buying  
He asked What about your friend?  
One day he smiled at the ladies  
The next day he smiled at the men  
Sometimes he didn't smile at all.  
One day he shouted all responses.  
The next he just mouthed the words.

Then the light went out again  
And what he saw looking back  
Was white and wrinkled  
And he turned away  
The people pushed past  
And the trains rushed by.  
He watched outside  
And played his games  
And when the light went out again  
He didn't look.

# SPORTS

## Acree Ranks Seventh

*Dave Acree is a Houghton senior from Bellport, Long Island. In high school he played Varsity soccer, basketball, and baseball for four years. During his senior year Dave tried out for the Los Angeles Dodgers but due to a wrist injury he was not able to perform as well as expected. Dave attended the University of Buffalo for two years before Coach David Jack persuaded him to come to play ball at Houghton.*

Cain: Why did you decide to leave the University of Buffalo?  
Acree: My freshman year I started at point guard and led the team in steals. Everything went pretty smooth. Sophomore year is when I ran into trouble. The coach and I didn't get along at all as far as our beliefs on how the game should be played. All my life sports were something to do. I just liked to have fun. When you start making a job out of it, it's no longer fun for me so I'd rather not play. My sophomore year he embarrassed me a lot in front of other people so I said, "This is the last year I'm going to play." I was just going to stay at University of Buffalo and not play.

Cain: What made you decide to transfer to Houghton?

Acree: Ken Jones was looking for another school to transfer to 'cause he wanted to play basketball. Glenn Webb played with him at a tournament in Brockport and he told Kenny about Houghton. So, Ken went up and looked at it. He told me that they had a baseball team here and when I heard the word 'baseball' I decided to take a look. I came down and checked out Houghton College. It seemed like the atmosphere was night and day compared to the University of Buffalo. Obviously, it's smaller and more secluded but it was quiet and it was nice. Ken and I decided we wanted to play ball and the opportunity was there. It seemed like Coach Jack and everyone here was nice. My mother liked the idea that it was a Christian school. So I said, "Okay, Ma, I'll go."

Cain: You were nominated for the NAIA All-American team. Do you know if you've made it?

Acree: I didn't find out. Either I didn't find out or I didn't make it. The final selection doesn't come out until after the Nationals and the Nationals don't start until this coming week.

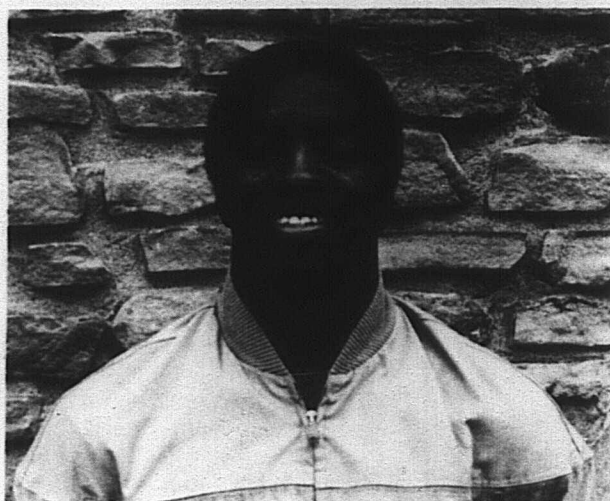
Cain: You've been scoring more this year than in the previous years. Why is that?

Acree: The situation comes down to the fact that all my life I was always a good scorer but the point was that on different teams my role was different. I can press. I can handle the ball. I can score. I went to the University of Buffalo and the coach told me my job wasn't to score. He said he recruited me to break the press, to bring the ball up, and to get the ball to the open guy. That was my job. I really was limited. I wasn't allowed to show the type of ability I had.

Then I came to Houghton. We had Glenn Webb and Ted Smith, who are both all-time leading scorers. We also had Mark Carrier who was the third guy. It's kind of hard when you've got three seniors just to come on and try to take the scoring role. So, I figured my job was to stabilize the team a little more in the off-guard position and get the ball to them.

Cain: So you think that this is the first year that you've been used to to your potential?

Acree: Yes, definitely. Last year, Coach Jack kept telling me about the potential I had. He didn't see why coaches didn't use me more in different roles. He gave me freedom to break out of that little mold and play to my abilities. Scoring happened to be one of them. I didn't expect to score as much as I'm scoring. It seemed like I was getting opportunities on the breaks. I was getting open shots and everything was falling. Ken and Jeff complement me very well. Without them



Dave Acree scored an average of 27 points per game and is ranked seventh in the nation in scoring. Acree was named NAIA District 31 Player of the week twice this season. He was selected for the NAIA All-District team and has been nominated for the All American Team.

getting the rebounds a lot of my 10 to 12 points per game off the break I wouldn't get.

Cain: Do you think there's any chance you could be picked for a Pro basketball team?

Acree: No way. I say that because of the situation I'm in. Making the NBA is almost impossible unless you're in a Division I school, and you're doing very well and your team is doing very well. Here at Houghton College you never get any coaches looking at you unless you go to the Nationals. They pick maybe five or six out of 350 players, so you've really got to be good. I never really thought about the NBA. The only Pro thought I ever had was in baseball and they were shattered my senior year. So, no Pro.

Cain: Do you think you would have gained as much recognition at a larger school?

Acree: That all depends on the type of school. The opportunity to play Division I was there. I was recruited by a few Division I schools. At that time I thought, "If I go to Division I I won't get to play till I'm a Junior or really get known till I'm a senior." So I decided I'd rather go to a Division III school and start. There's teams out there in Division I that I feel I could start on and that I could do really well on. It's just a matter of opportunity, really.

Cain: You were quoted in the Wellsville paper as saying that you didn't know how you got 'stuck' here at Houghton. Does that accurately describe how you feel about Houghton?

Acree: First of all, the word 'stuck' never came out of my mouth, but it's there so I'll deal with it. My first semester was used to adjust to the school. As second semester rolled around I was pretty much into the flow. First semester I was almost anti-social. I didn't like being bothered that much but second semester I opened up a little more and had fun. Spring was okay. Basketball went fine. I liked it and I started enjoying it more.

Cain: Other than basketball and baseball, would you say Houghton has been a negative or positive experience?

Acree: Basketball and baseball have had more of a negative effect than any other aspect here. I mean, if you take basketball and baseball away any of the negative things that have happened to me would have never come about. If I was just a run of the mill guy here at Houghton going to school nobody would care one bit what I was doing. I guess they





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would care, but it wouldn't stand out as much. But because I'm on the basketball team, if I have my shoelace tied wrong, people notice.

As far as the education; it's beautiful. I'm going to be able to graduate a lot sooner than I would have at University of Buffalo. Cain: Students often complain that basketball players get away with breaking rules whereas other students would get punished for the same actions. Do you agree with this viewpoint?

Acree: I wouldn't say that basketball players, *per se*, are allowed to get away with more than the average student. As a matter of fact, I think in this institution they look at us more. If we do get out of line they tend to make us more of an example than in any other university.

Cain: What do you think of the social aspects of Houghton life? Acree: The social life hasn't been what you would call outlandish. The people here are very friendly and they treat me pretty well as far as face-to-face. When it goes deeper than that, I don't know what's said about me. I guess it really doesn't matter as long as they respect me and treat me as a person.

One thing here disappointed me. I came in with a unreal view of what a Christian school was supposed to be like. Maybe I expected too much, but as far as in comparison to a secular school, the same things that go on there, go on here. It's hypocritical because of what they're claiming. A lot of people come to talk to me about Christianity and they turn right around and they're not all straight on their own views about it. How can I get an understanding and really trust and believe these people when they're not even true to themselves? That's really disappointing to me. I hate people to be talking about how high and mighty Houghton is and then when I get here it doesn't meet up to those standards.

## Because I'm on the basketball team, if I have my shoelace tied wrong, people tend to notice.

Cain: You mentioned earlier that you didn't accept one scholarship offer because you would have been a token player. Do you feel like a token player at Houghton?

Acree: You'd have to ask Coach Jack that, and his reasons for letting me come.

Cain: I'm sure Coach Jack wouldn't say, "Dave..."

Acree: Obviously he wouldn't tell you that. All right, well; I feel out of place here a lot. But as far as being a token player here, it doesn't really exist because Coach treats us all as equals. I honestly believe that if he had his choice there would be a lot more black guys on the team. He goes for the best talent.

One key thing I want to mention is that when I came here I sensed some prejudice and that puzzled me, this being a school that's supposed to be Christian. I'm not going to go into detail but the thing is that here blacks and non-Christian blacks haven't been widely accepted. We come in here from New York city and we're stereotyped. We're supposed to be all bad- bad, bad, bad. That bothers me.

Cain: When you look back on your years at Houghton, how would you sum up the experience?

Acree: I guess what I want to end up saying is that I've benefited a lot from this school and this experience. It definitely is going to help me later in life. No matter how I do it, I'm going to get a degree from this school. Any obstacles in my way, any people in my way, I'm just going to have to go over. I'm going to do all I can to finish out in the field I'm in. During that time hopefully I've gained a more positive and stronger view on Christianity and its meaning and purpose. I hope others here will try to be by my side and will try to help me instead of walking away from me. \*

## On The Run

by Jeff Hansen

Running injuries can happen to anyone—from the beginner who runs a few miles a week, to the more experienced runner who runs fifty to sixty miles a week. With proper training and care most injuries need not stop you from running.

Runners get injured for a variety of reasons. Probably the major cause is improper training techniques. For example, when first starting out, a runner may push himself to hard causing stress and pain to the muscles. Another important factor leading to running injuries is the type of sneaker worn. The type of sneaker you wear will either help or hinder your running.

What do you do when you get a running injury? If you feel pain right after running, put ice on it for 10 to 15 minutes. Then take an aspirin about a half-hour before running to reduce swelling and relieve the pain. Also, just before running, either soak the injury in warm water or use a whirlpool for about 15 minutes.

When running with an injury it is important to know your limits. You may have to cut down your mileage for a while. If it hurts to run too much, you can switch to swimming or biking which will help take the weight off the legs, until the injury heals.

What major injuries does a runner run into? Three injuries that many runners face are: shin splints, tendonitis and pain under

the kneecap.

**Shin splints**—is noted by a pain found on the inside of the lower leg. It is a muscle strain caused by the muscle pulling away from the bone. A runner can get shin splints by pushing too hard, switching surfaces to quickly (i.e. running cross-country and switching to an indoor track without adjusting to the new surface gradually) or if he or she has flat feet. Shin splints can be prevented by pushing oneself less, running on the same surface or switching gradually from one surface to another and by wearing the correct type of sneaker.

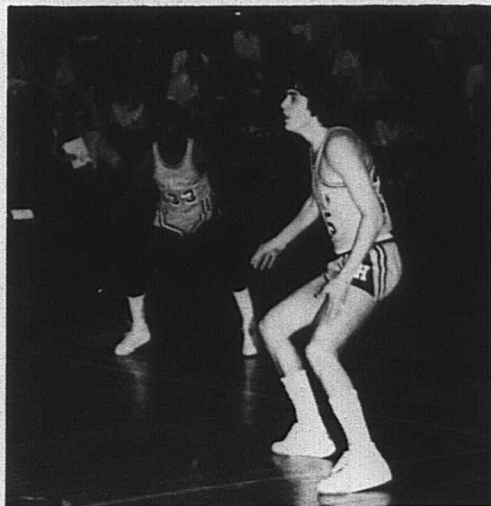
**Tendonitis**—affects the patella tendon found just below the knee. This occurs when the tendon pulls up and tears away from the kneecap. A major cause of tendonitis is running up or down hills improperly. Its nickname is "jumper knee."

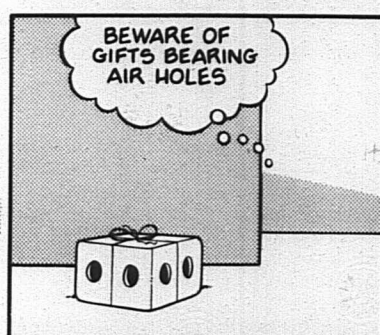
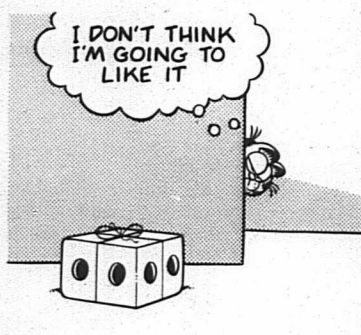
**Pain under the knee**—is known as a general injury. The pain is caused by the kneecap moving towards the outside of the knee rather than straight up and down. It can occur from weak quadriceps, landing wrong on one's feet, over-use, or it can be congenital.

(Information gathered from Ken Heck, Houghton College athletic trainer and Gene Ayers, assistant cross-country coach.)

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Next week the proper running sneaker.





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Honey-bear,  
Happy birthday six days  
early.  
Love,  
Honey-doe

Congratulations Dave Seymour!  
Your selection of the OPEC  
editorial cartoon in the last *Star*  
anticipated this week's publi-  
cation of the same cartoon in  
*Newsweek*.

Jeff Jordan,  
The second Garfield is  
dedicated to you!

## Classifieds

Jonathon-

On the eleventh day of  
Berschedays I'd like to  
thank you for being so un-  
derstanding through all  
my banquet escapades  
and dilemmas. How ex-  
cellent are you? In your  
honor, this is being pro-  
claimed an evening of  
Moonlight and roses. And  
I promise to be a "civilian"  
and not plan any more  
banquets. . .at least not  
this week!!

XX Chelle

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