

# The Houghton Star

February 8, 1080

The voice of the students at Houghton College, Houghton, New York 14744

Volume 72, Number 13



Nancy Chrzan and Tim Moore work hard on the Houghton Ice Rink for Winter Weekend.

## Students Are Leaving; Cite Various Reasons

by Melanie Murphy

More students are transferring now than in earlier years. More parents are pressured to send their kids to community colleges. As it stands now, Houghton College graduates about 65% of the students that come in.

Why do 35% of them leave? One reason is financial problems. Many students withdraw from school to work for a while; some come back, and some don't.

A second reason for leaving is academic difficulty. The college is now admitting a broader range of students. The average SAT scores are higher than before, yet there are more higher and more lower scores.

Houghton has recently been experimenting with admitting students with academic needs. This is a gamble for the school, but gives students a chance to learn in a Christian environment who would not normally have the opportunity.

Secondary preparation is not as consistent as in the past; some students obtained high grades in high school by doing very little work, depending on the school district and state requirements.

A third reason students leave is because of encouragement to do so by their advisors. Some students are encouraged to transfer to a college that would better suit their needs. For example, counselors advised a student to transfer to Barrington College when he became interested in gerontology. According to Mr. Alderman, we ought to "try to keep everyone here that we think will benefit, but move them on if they've used up their benefits at Houghton."

The college tries to maintain a

student body of about 1200 by admitting around 340 freshmen per year and 60 transfers. In the past three years, however, we have added about 300 freshmen and 80 transfers per year. This is approximately 20 students less per year. Taking into account, also, the fact that transfers don't usually stay as long, the student body decreases by about 100 students over four years.

Two-thirds of Houghton students come from New York or Pennsylvania. These two states are decreasing in population faster than any other states in the country. Thus, another reason for the decline of student enrollment.

Mr. Alderman sums up the reasons for increasing attrition as follows: "inflation, mobility, and fickleness."

## Senate Drive Draws in over \$4,400

by Denise Woodin

As part of their annual charity drive, Student Senate collected \$4,459.51, as sum which included over 18,000 pennies.

The money, saved by students for several weeks in small white canisters, plus other donations, will go to World Vision where it will buy food for refugees in Thailand. It will also aid the efforts to bring food across the Cambodian border.

Senate President Leah Omundsen called this fund drive one of their most successful. She feels the student response has shown much concern for world problems and the fund drive has also been valuable in raising people's awareness of these problems. Leah reports that anyone may still donate to World Vision's work by dropping money off at the Student Senate office.

## Faculty Tables Plus/Minus Motion In Response to Senate Statement

by Kay E. Hendron

Faculty tables a motion for a plus/minus grading system after hearing a Senate Statement requesting more time to study and respond to the proposal.

Academic Affairs Council voted, 7-6 last week to recommend the system—a change debated at Houghton for the past five years.

According to Dr. James Gibson, the faculty was "pretty well divided over the issue." The following positions were discussed:

- A change to plus/minus grading would allow more precise evaluation of a student's work.
- Teachers make mistakes.
- Plus/Minus grading could increase student motivation (ie, a student who could not get an A might try for a B+ instead of settling for the straight B.)

Also, one professor moved to add an A+ category to balance the A—category proposed.

Student representatives have not supported plus/minus grading because they would like to know what effect the change would bring about for cumulative point

averages. They also feel that the general student population has not had time to learn of the proposal and voice their opinions concerning it.

Says Senate President, Leah Omundsen, "It's not that we are against plus/minus grading, per se, but we are against this particular policy until we receive more information of it."

The only empirical data available is a survey of twenty students graduated last May. All but four of these students' cums would have suffered slightly if the plus/minus system were allowed; the other cums increased very slightly or remained stable. This study is, however, considered "quite inconclusive" by both faculty and students. No research has been made of other schools with the system.

Tim Benning, Senate representative from the science and math division, said "As much as we dislike being grade conscious, the cum is a matter of survival to the pre-professional student. An A minus rather than an A could thwart a person's chances of being accepted into graduate school."

When asked if the new system would hurt high cums, professor Arnold Cook replied, "No, you don't have to give A minuses. But it is an injustice to both students and faculty who are trying to be fair, not to have more precision available in evaluating especially B and C students...It is patently unfair to give the same grade for high C and low C work. I think I am really proud student in this."

As Dean Shannon points out, "We must make a very clear distinction between precision and accuracy. Increasing precision does not always increase accuracy."

He added, "The issue is not so much a mechanical one as a subjective one; some teachers feel better with one system, some with the other."

Dr. Gordon Stockin recalled a statement made in the early 1940's, "If any of you live long enough, you will see this policy reversed." A faculty decision to drop plus/minus grades in favor of a straight letter grading policy provided the occasion for that statement.

## Faculty "Expected" to Attend Chapel; Turn Down Motion to "Require" It

by Glenn Thibault

As in past years, the question has again arisen as to whether faculty should be required to attend chapel.

At a faculty meeting January 23, one member of the faculty made a motion that every member of the faculty be required to sit among the students in chapel as a group leader.

The motion was voted down. The majority of the faculty believe they should be expected to attend

chapel, but that they should not be required to attend.

The present faculty manual (*Faculty Guide*, Houghton College) states this expectation as follows:

"Acting in a professional manner would include acceptance of one's individual responsibility to perform duties indirectly related to teaching, such as attendance at chapel, faculty and committee meetings, and related assignments as far as other duties permit."

Proponents of the motion cited various reasons for their stance, including: students may consider chapel more important if they saw all the faculty attend regularly; if chapel is important for students, it is important for all of us; people would be able to look at the college and see how highly chapel is considered and that it is an integral

Reasons opponents cited were much more varied, and they believed the voluntary system to be a better alternative, considering their various personalities and job requirements.

At first, there was uncertainty as to what being a group leader would entail, and the time it would require. Now that this new system has been in effect for one semester, many more faculty are volunteering to lead small groups.

Presently, the average small group has about twenty-five students. Some faculty consider the ideal number to be about ten or twelve.

Student opinion is closely divided (at least in the limited poll taken), but most believe voluntary attendance for professors is best.

Regardless of whether faculty chapel attendance is voluntary or mandatory, Chaplain Barriess remarked, "I think the small groups that we have developed this year is the best system we have had since I have been here (eight years). I like that."





# Editorial

Consider the following situation: You (presumably a Christian) are speaking with a non-Christian friend (for simplicity's sake, an atheist) and your friend tells you, "I cannot accept your Christian God. Who could ever accept a God who allows unnecessary and widespread suffering? Such a God certainly could not be the loving and omnipotent God you claim to know."

How would you respond? You might respond by saying, "Man chose to disobey God and the evil that now exists in the world is the punishment for that disobedience."

Your friend would most likely persist and might counter, "Okay, I'll grant that for the moment, but why so much suffering?" He might say, "Well, it God is omnipotent, why didn't he create a world with no evil at all? He could have, right?"

At this point, you might choose to continue and argue that God had to create man with free will or that a world with no evil would not really be a better world or any of a myriad of other arguments. Perhaps, and understandably so, you would prefer to change the topic. Religion (along with politics) is, after all, an uncomfortable subject for many people.

You might also use a line of argumentation used by a number of Christians, "My friend, you cannot understand my arguments, you must believe first; then you can understand." This would end the argument, at least as far as you would be concerned.

This is a rather unsatisfactory reply to the die-hard atheist. Furthermore, can the believer, himself, be satisfied with this reply? The believer might begin to reflect, "If what I said is true, then what does my faith rest upon? Is it a matter of the heart about which reason can say nothing?"

You now have reached a dilemma—the relation between faith and reason—a dilemma larger than one originally posed by your unbelieving friend.

From this hypothetical situation, I would like to elicit several observations. First, I would like to point out that many Christians never even consider these questions. Second, other Christians consider the questions but give the unsatisfactory "Believe first" argument.

The thinking Christian who does not even consider these questions grossly misuses his God-given mind. But what of the "believe first" argument, a proposal of thinking Christians?

I cannot adequately present my reasons for rejecting the "believe first" argument here. The following, however, is a general statement which comprises much of what would be my response. Does the exercise of faith entail a belief in the ridiculous? I would think that most of us would prefer not to believe in the ridiculous. After all, in many everyday situations, we would demand sound reasons before adopting certain beliefs. Since we would require sound reasons in everyday affairs, why should religious belief be granted special immunity?

What can be done to remedy these ills? The suggestion of several people at Houghton College has been to require a Christian Apologetics course.

Such a course could remedy the problems cited above. I do, however, have certain reservations about the proposal. The remedy improperly administered would be like a Band-aid placed over a gaping wound. Even properly applied, an Apologetics course is not a cure-all.

Whatever the outcome of present or future discussion of this proposal, I hope that you will heed the following, not only in so far as it applies to academic pursuits in general, but as it specifically applies to Christian faith: "...establish a habit of intellectual pursuit, acquire a liberal arts education, reflect logically and critically on the knowledge gained and present [your] reflection cogently" (1980 Houghton College Catalog, p. 9.).

Glenn Burlingame

## A Man Without a Flag

Dear Kay,

In last week's *Star*, a concerned student posed a very interesting question concerning the absence of the American flag on the Houghton Campus. I have the answer to that question.

Last year, one of the incoming freshmen noticed the faded, weather-beaten, tattered rag which the wind beat about on top of the college flagpole. He thought it was a sad comment on the college's attitude toward our country, but being a newcomer, he didn't feel quite right about saying anything. As weeks went on, he noticed the flag was left up all night, every night, when it should have been ceremoniously struck and folded every dusk. It was left exposed to the weather when it should be taken in during adverse conditions. One Saturday morning, this student noticed that some Friday night thrill-seekers had gotten their weekend "jollies" by turning the flag upside down. He took the flag down and decided to take action.

That Monday found student and

battered flag in the Student Development Office talking to Dean Massey, who, before referring him hastily to Mr. Whitehead's office, whose responsibility the flag was, mentioned that the administration had lost track of the specific person who was to care for the flag. The Dean also suggested that perhaps, since this student was apt to complain, he might want to take on the responsibility of caring for the flag

himself. The student wasn't too thrilled with the idea of getting up every morning, running around in the rain, and the general nuisance of then out-moded patriotism, but he knew that somebody had to do it, so he agreed.

With a few weeks of persistent begging, the student was able to obtain a new flag from the business office. It was a large, proud flag that had flown for a day over the nation's Capitol. So, when con-

(Continued on page 3)

## A Thief at Houghton?

Dear Kay,

**WARNING!** The Surgeon General has determined that leaving valuables in the Campus Center can be dangerous to your wealth.

Almost two weeks have passed. The possibility of my pocketbook being taken by "mistake" is diminishing every day. Is theft something we have to worry about at a Christian college? Yes! For the sake of two books of stamps and \$2.63, someone has put me at

the inconvenience of getting new glasses, new driver's license, new checkbook....

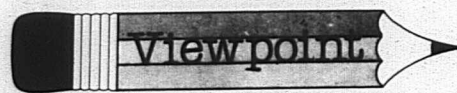
Kay, I do not know if I am more angry or disappointed. I do know that I would like my belongings back.

One last thought—

"Your own soul is nourished when you are kind, it is destroyed when you are cruel."

Proverbs 11:17 (LB)

Joyce Sullivan



## Graduate Record Misexamination?

Dear Editor,

What I am about to say is not just a bunch of sour grapes. I usually do well on standardized tests. One would think that a person like me has a vested interest in keeping tests like the SAT and the GRE the way they have been for years.

Yet these tests may be testing us for the wrong qualities. For example, the vocabulary section of the GRE includes such words as "concatenation," "obfuscate," and "insouciance." Now, if that part of the test tries to measure the student's communication skills, it is doing it the wrong way. A good communicator uses words his hearer understands, not words that test the breadth of his vocabulary while obfuscating his intent.

In the vocabulary section in particular these tests seem to measure the students' abilities to impress each other (and maybe their teachers) rather than their ability to communicate or even to learn. Learning is more than understanding words and accumulating facts. True learning has much to do with those sudden flashes of insight and connections of apparently unrelated details that multiple choice tests can never measure. Neither can they measure those necessary emotions such as empathy that make learning more than an empty intellectual exercise, that give one the desire to learn and to apply knowledge.

I wonder how many historical geniuses would have been underrated by modern intelligence tests. Some educators charge that the tests actually penalize exceptional creativity. They cite cases of exceptionally bright students who did poorly on the tests because they marked unusual, but correct answers. These students scored much higher once they were told to mark down the correct answers that people usually think of when asked a particular question.

Test makers would counter that the GRE tests a student's ability to perform on the post-graduate

level. Yet they seem best designed to ferret out scholarly drones for advancement. They are further hampered by a question-testing system designed largely to make sure that the most successful test-takers will be the most likely to answer the new question successfully. This should not be confused with making sure the question helps measure the quality it was supposed to help measure.

Perhaps I ask too much of the GRE. It is certain that open testing laws, such as the one recently passed in New York, do not deal with the problems I see. They only make sure that a question, once used, will never be used again.

If the GRE truly indicates the emphasis of the higher academic community, it is little wonder that doctoral degrees fail to impress employers as many think they

should. Academia may be producing specialists who cannot function outside the academic world. (By the way, did you know that half of Houghton's graduates eventually end up in academic-related work?)

I have overstated my case to make it obvious that we should avoid overemphasizing GRE scores. We should not rank others, and certainly not ourselves, by scores earned on an imperfect standardized intelligence test. We should instead value the unique abilities, the intangible worth, of each person as God has made him. Each person has something to learn, and each person has something to teach.

Evaluatingly,  
Ed Zehner

## Facts of Life...

Dear Kay:

Although these are neither my personal views nor the hogwash I usually, but facetiously espouse, they are a few of the pertinent facets of the issue. I will not attempt to establish right, wrong, good, or bad.

1. The United States Embassy in Iran was invaded and prisoners are being held as hostages. I say "invaded" and "prisoners" due to the fact that the action is considered an act of war. The only twist is that those who invaded the Embassy are students and have no apparent connection with the Iranian government.

2. To this date all negotiations have failed to secure the release of the prisoners or even any concessions.

3. Political analysts in non-allied nations will interpret this stalemate as a victory for the students, which is valid when one considers the fact that in 1963 the United States (US) forced the Union of the Soviet Socialist Republics (USSR) to withdraw from Cuba, that peace is kept in Korea due to our presence, and that now for 97 days (as of publication) a group of Iranian students has kept 50 Americans prisoners.

4. The USSR needs a free water port to maintain her naval capabilities in the Indian Ocean.

5. The USSR needs oil to keep production above consumption.

6. The USSR has always maintained as a primary goal control of

the world.

7. The majority of the world's crude oil comes from the Persian Gulf and that immediate area.

8. Due to her proximity, the USSR could move more forces into any Middle East country in two days than the US could in two weeks.

9. Our Navy is out-gunned, outnumbered, out-dated, and has severe morale and re-enlistment problems. The same is true of the Army and the Air Force.

10. Quality is the US's only advantage and, due to spying as well as technological advances on the part of the USSR, that is declining.

11. President Carter has asked Congress, in an election year, to re-institute registration for the Draft.

12. If this proposed registration is similar to the last one, those males (and possibly females) age 17-27 would be eligible for mandatory registration.

13. The largest bloc of voters are those now between 18 and 27.

14. Women, by law, only serve in non-combatant areas of military.

15. The word "tactical" when used as a military term, means "high mobility attack units" be they men or missiles. Whether or not this is what Mr. Connally meant is another problem.

16. To those in the military, the term military is defined as "a means of deterrent" and that is how they view their position.

Sincerely yours,  
Eric D. Seeland

## The Houghton Star

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# Buffalo Campus Provides A Homey Atmosphere And City Conveniences

by Shirley Anderson

"I'd rather not comment," responded a majority. "What was your impression of the students at the Houghton Campus/Branch Campus before you had a chance to see for yourself what that student body was really like?"

Students from Houghton who resided at the Branch Campus during the first semester while they were student teaching or working on business internships, and transfer students to Houghton from the Buffalo campus, recently had a chance to express their opinions on the two student bodies.

"We always thought that the kids down here were kind of snobbish," agreed Jean Mocerri and Nancy Sunderlin from the Branch Campus. "The business interns had previously given us a bad impression. But this year we got along as well as we could," added Nancy.

"There was a lot of mixing between us and the Main Campus interns this year, and we've developed some good friendships. When we came down to this campus, the interns helped us around and introduced us to a lot of people. My opinion changed almost right away," continued Jean. "It's much more positive now."

"I was an RA at the Buffalo

Campus," added Nancy, "so I came down here for the RA meetings. That was what completely changed my attitude."

Beth Hess, a business intern in Buffalo this fall, commented, "I wasn't aware that there was a difference between the students on the two campuses until I got there. Then I was made aware of the fact that the Buffalo students did not consider us to be 'spiritual' as they were."

Both David Kerchoff and Barb Schmitz, also business interns, had had previous experiences at the Buffalo Campus and basically knew the type of situation into which they were entering.

"I knew that there was a different type of student body in Buffalo. They have more commuters and part-time students. It is more like a continuing education program," said David.

"I spent last May Term in Buffalo so I knew what to expect," said Barb. "There is a big difference between the two student bodies. Here there is a wider variety of students from which to choose your friends."

Wayne Miles, a student teacher in Buffalo in the fall, said, "It is more like a family, more 'homey'."

While the majority of interns and student teachers enjoyed the time

they spent on the Buffalo Campus, a few indicated disappointment with their experiences. "I can see a lot of potential for the Buffalo Campus, but first many changes do need to take place," said one intern.

"Since it is smaller and inside the city it was a totally different atmosphere. The resident students were more of a total gang instead of the separate little groups that exist here," David Kerchoff continued.

Nancy Sunderlin commented on the social atmosphere in Buffalo by saying, "You can always find someone to go out with or to do something. We always got together in groups."

"If you want to go shopping, the South Gate Plaza is right down the road and there are Burger Kings and Pizza Huts all around," added Jean.

The two girls admitted that the hardest thing to get used to here was the lack of stores and businesses in the Houghton area. "Everything closes up at 6:00," said Nancy. "We're used to having things open longer."

"This is a really different student body," said Jean. "It's a lot smaller in Buffalo and everyone gets along really well. I love all the people there. It's great!"



Front: Conney Finney and Bonnie MacBeth. Back: Tim Nace, Linda and Park Smith.

## RD's Earn Grad Credit

by Jim Pinkham

The Resident Directors of East Hall and Shenawana, Connie Finney and Tim Nace, will have a Master of Science degree in the summer of 1981 because of their work here. The degree is in Student Personnel Administration; and The State University College at Buffalo is the only college in New York that confers it.

The Masters program has several advantages—both for Houghton and for the RDs. Houghton gets a resident staff that has quality training, a Christian perspective, and freedom from the pressure of a full course load.

Tim and Connie get room, board, medical insurance, a stipend of benefits of both a secular school in the city and a Christian school in the country, courses that relate directly to their jobs, and a degree that widens future job opportunities. It is no wonder that Dean Charles Massey is pleased, that Connie left a teaching job to work

here, or that Tim chose Houghton from among 15 schools this year.

The hours that Tim and Connie work at Houghton count as six credits in their program. State University College also requires 21 hours of other education courses, nine hours of electives, and a special project or thesis. The total 36 hours needed for the degree will keep the RDs busy this semester, this summer, and next year. The total cost to Tim and Connie will come to just over \$2,100.

Besides Tim and Connie, Houghton has Park Smith in Student Activities, Bonnie MacBeth and Linda Smith in Career Development, and Janice Dale in Buffalo campus Student Development in the program. This program has worked so well that the school is planning an expansion next year. Houghton plans to have all four RDs in the program, and will add a helper for Janice at Buffalo.

## Saga's Food Plan Proven Most Efficient For A School This Size

by Denise Woodin

When Houghton College hired Saga to handle their food service, the two parties sat down to decide the best food plan for this college based on enrollment and previous meal records. The result was a system of flat rates, numbered stickers, and the opportunity for twenty-one meals a week.

Some students express concern that a person who can survive on a peanut butter and jelly sandwich and milk for lunch pays the same price as the student who devours several large helpings of everything. Or that the system is unfair for those who only eat one or two meals a day versus those who eat three. Ken Anderson, district supervisor of Saga, understands these concerns, but he feels that for a school this size one basic food plan remains the most efficient way.

He explains that the rates are based on the "missed meal factor.

In other words, it's based on the fact that we know you're not going to eat all your meals." The price would be much higher if Saga counted on everyone attending every meal. Each person on the plan has the opportunity to eat twenty-one times a week, but Anderson guesses they only eat fourteen or fifteen times.

Some schools use the coupon plan, where students buy a certain amount of coupons, depending on how many meals they plan to attend. Anderson says this works, but would be more expensive than Houghton's current system. He reaches for his calculator to figure the breakdown. At \$418.00 a semester with 104½ days per semester, people pay \$4.00 a day for a chance at three meals. Even at two meals a day, Anderson claims it's a good deal. "What restaurants will give you unlimited food for \$2.00?" he asks. "Not even McDonalds can."

Anderson also feels that the students must realize that everything relates to averages and eating like this is all part of the community give and take situation. From his point of view, Houghton's flat rate food plan has no real disadvantage and gives the most value and nutrition for the dollar.

## Senate Report: February 5 Meeting

by Graham Drake

Senate unanimously approved a statement to request that faculty postpone any further action on the proposed plus/minus grading scale. As the text of the statement explained:

*In response to the recent action taken by the Academic Affairs Council, the Student Senate wishes to convey present student feeling concerning the proposed Plus/minus grading system, while we realize that this issue has been under faculty consideration for the past five years, for the present student body, it is a new issue. We feel that students have received neither sufficient information nor adequate time to formulate sound opinions on the issue. Since a grading system is of great importance to all students, their input is valuable and necessary.*

The statement listed "several questions [which] have repeatedly been raised and left unanswered." Would a standard 94/85/73 scale be implemented? Would standards for Dean's list and graduation honors be adjusted? Would the proposed system increase or decrease academic pressure?

The Senate statement was approved to be read at the faculty meeting on Wednesday.

One of the student representatives to Academic Affairs Council, Glenn Piper, also announced that students cannot be excused from an exam unless they report to

The statement also noted the results of a study of the system made over the past few semesters, with some observations. "Although we have been told that it [the study] may not be completely accurate, we still consider it valuable." Samples taken from a trial plus/minus grading system indicated that most cums went down; professors gave twice as many minuses as pluses; 65% of all grades surveyed had neither pluses nor minuses.

the Health Center beforehand.

Dr. Bailey also presented a motion to establish a School of Music under the Division of Fine Arts.

Student Development Council member Priscilla Chamberlain reported on further refinements for the proposed men's dorm, and on an investigation of extending library hours. SDC referred the latter issue to Learning Resources Committee to study the details. SDC also rejected a request for a Boulder fund-raiser.

Cindy Martin presented a motion to form a Senate Committee to study alternate housing and board plans. The committee would consist of a Business Office representative, a member of the Student Development staff, and four students. The motion passed.

## Letters Continued

ditions permitted, this flag flew over Houghton last year.

Second semester came to a close, and the day when this student was due to leave campus, he went to Mr. Whitehead's office and told him the flag was now flying and asked for instructions. "Let it go," was the reply, "we'll take care of it." Worried about the long summer, the student pressed for further explanation, saying that the staff could take it down for the summer, and when this student came back to campus in the fall, he would be glad to resume his duties. "Don't worry," the business office assured him, "we'll take care of

it."

When the student returned to campus in September, he saw a torn, weather-beaten rag on the flagpole. He waited, and found that it was left out, day and night, for weeks at a time, then taken down and left down for equal intervals.

I'm not absolutely sure of the minute details, but the story is true. It is written on a bias. I couldn't have written it any other way, because I was the student. Perhaps I've become discouraged too easily, but I can live with the satisfaction of knowing I tried.

Sincerely,  
Richard P. Walton

## The Houghton Star announces Reduced Ad Rates!

In bygone days, \$5 bought one column inch. Now, we'll sell ad space at the following low rates:

1 column inch .....	\$4.00
2 column inches .....	8.00
6 column inches .....	24.00
*Special 50% discount for students with ID and student organizations.	



## Focus on the Middle East

by Ed Zehner

The Soviet bear stuck its paw into a bee's nest in Afghanistan, but it seems determined to stay. Afghan opposition to the Soviets has risen steadily since the invasion on December 27. Attacks on Soviet personnel have increased.

In recent weeks it has become increasingly difficult for the Soviets to keep the cities under control. In the countryside nationalist guerrillas, despite inferior organization and weaponry, continue operating even in the daytime.

The occupation had been low-key. But Soviet operations were more open by the end of January in an attempt to subdue an unruly populace. At Kabul, the capital, troops closed off the roads and barred entrance to outsiders. Tanks and troop carriers raced through the streets in an effort to intimidate the people.

In the countryside Soviet troops took from an Afghan army, weakened by desertions a greater share of the fighting against nationalist guerrillas. As the Soviets concentrate more on coercion and less on persuasion, Afghan "president" Babrak Karmal's name has dropped from Radio Kabul broadcasts.

The terms of the war have shifted in the last two months. Before December, Moslem rebels opposed a pro-Soviet Afghan government in Kabul. They feared the government would subvert traditional Muslim society in building a socialist state. In the last month and a half, however, Afghans seem to have united in a smoldering grass-roots war of resistance against the Soviet invader.

Opposition to the Soviet occupation also keynoted Islamabad last week. The Conference passed a resolution which "condemned the Soviet military aggression against the Afghan people, denounces and deplores it as a flagrant violation of international laws, covenants, and norms." It "demands the immediate and unconditional withdrawal of all Soviet troops stationed in Afghan territories...and urges all countries and peoples to secure the Soviet withdrawal through all possible means."

The resolution also called for a severance of relations and withholding of aid to the present Afghan government. The Islamic Conference declared its "solidarity" with Iran and Pakistan "against any threat to their security," and called on member states "to envisage through appropriate bodies the nonparticipation in Olympic Games being held in Moscow in July 1980 until the Soviet Union...withdraws all its troops forthwith from Afghanistan."

The resolution said nothing of sending arms to the Afghan rebels. But Secretary General Habib Chatti explained, "There are certain things one does not talk about, but one does."

The conference also passed resolutions condemning the continued Soviet presence on the Horn of Africa, opposing the Egyptian-Israeli peace moves, and calling for the release of the hostages in Iran, while still opposing "any threat or use of force, or any kind of intimidation or interference or imposition of economic sanctions, against the Islamic Republic of Iran." The Conference ignored Iranian pressure to blame the US for the hostage crisis.

Most observers thought the conference unusually anti-Soviet—while easy on the US Pakistan's foreign affairs advisor disagreed, telling newsmen the resolutions were a "demonstration of the Islamic world's independence in the era of super-power domination; that we will never accept hegemonistic domination of the East or the West."

Meanwhile the United States continued its efforts against the Soviet Union, announcing that it was supplying communications equipment to the Afghan rebels. The US has offered arms to Pakistan. India complained that the move threatened her security, but quieted when offered arms herself.

The Soviets face a hostile world. Even Cuba and Vietnam refuse to support the invasion. India, which originally condoned the move, now speaks out against it. Soviet advisors in staunchly pro-Soviet Syria face rising popular hatred.

Yet some warn against pressuring the Soviets too much. The Soviet Union apparently cares little about world opinion. It might respond by cracking down on Hungary, which has been experimenting with a libertarian socialism much like Czechoslovakia did until 1968. In addition, the Soviets could probably expand their hold in Southern Asia without much trouble.

A Defense Department report recently published in the *New York Times* charged that the US can't concentrate strength in the Persian Gulf quickly enough to make a difference should the Soviet Union invade Iran.

## Editor's Note:

In accordance with true  
Reading Day spirit, *The Houghton Star* will not  
be published on February 15, 1980.

# Faith Leads Pastor Apollos Ihedigbo To Study and Fellowship in the U.S.

by Ann Major-Stevenson

Unlike recent *Star* interviews dealing with current international issues, this personal profile reveals the faith of Apollos Ihedigbo, one of Houghton's international students.

Pastor Apollos Ihedigbo, 34, left his wife and three children in Nigeria so that he could come to Houghton and acquire a liberal arts degree. He intends to return to Nigeria where he will be better able to serve Jesus in his country.

Educated in mission schools and colleges, he started teaching as a professor in 1966 to secular-school children aged between fourteen and eighteen. As a housemaster he was involved with sports, soccer and basketball, as well as Christian outreach.

While he was teaching, the Living Bible asked him to do translation work for them. He co-ordinated the work, teaching other Nigerians the techniques of the translation, translating from English into various Nigerian dialects, for example, Apollos's own Igbo and Yoruba and Hausa.

He also started a Christian Hospital Fellowship in Kaduna state, where he and his workers were able to preach and teach about Jesus despite Moslem opposition.

At the end of the sixties from 1967-70, Nigeria was divided by civil war; the two opposing factions being the Biafrans and the Federal Government of Nigeria. During the war, churches were abandoned because of military harassment. After the war however, Christianity in Nigeria took on a new dimension.

"With the bitter experiences of the war, people would not go to church. Remembering my promise to the Lord the night I was converted (December 1969) I had to encourage the people to attend church once again. I organized the first meeting for the youth in our area after the war, inviting Evangelical groups who encouraged the people to return. The Church was filled. There was singing and praying and an awakening of the souls of men who were weary from the war. During the service I gave my testimony for the first time."

It was during these crusades of open-air Evangelism, witnessing, and Bible studies that Apollos first met Amos Nwokenna.

"The following year I was thrown out of the church, because the people, used to the old style of worship could not get accustomed to the Evangelical way. If you told the people they had committed a sin and should confess to the Lord Jesus in order to be forgiven, they would say: 'Oh, you talk too much about sin, this is not our way.'"

Apollos then went to the Theological Seminary Igbaja, Ilorin in Kwara State.

"I wanted to serve the Lord and the only way to do that was to be well trained Biblically; to know how to expose the Bible."

While he was studying at the seminary, Apollos learned Hebrew, Greek, Church History, Life of Christ, New Testament Survey, Writing, Radio Technology and Philosophy. The Nigerian government, which was liberal, did not accord the seminary recognition, because it was Evangelical. In order to attain a "Liberal arts" degree, Apollos came to Houghton.

Professor Irich from Wheaton Graduate School was lecturing in philosophy at the seminary. He saw the quality of the seminary graduates' work and made it possible for them to come over here. A missionary, Dr. Herbert Klem, recommended that Apollos should come to Houghton.

Faced with the problems of having to raise money for his flight, Apollos and his family prayed for three years. He says, "It was faith that allowed me to get the money to come to Houghton. I have nobody to assist me financially, but Jesus does everything for me."

"The devil wanted to calculate fear in my heart about my family and said: 'Look, have you heard about plane crashes?' I told him,

"Devil, go away; I recognize you; it is your work; with the Lord all things are possible." That gave me courage and happily I handed over my family to the Lord's care."

When asked what impressed him about Houghton, Apollos replied, "My coming here, as the Lord would have it, I met with Christians. I never thought I would meet Christians like this, who love me and are interested to know about my problems."

Apollos Ihedigbo's faith is the foundation of everything he does.

"I was bad and I thought that I could never again be of any good. It is easy to be converted, but it is not easy to live the life of a Christian. The Lord has helped me to conquer spiritual negativity."



## Law Effects Change in Aptitude Test Schedule

PRINCETON, N.J.—The Graduate Record Examinations (GRE) Aptitude Test will be offered in the State of New York on only three dates between Jan. 1 and Sept. 30, 1980, instead of the 14 dates previously announced in the 1979-80 "GRE Information Bulletin." The new dates are Saturday, Jan. 12, Saturday, April 26, and Monday, April 28, 1980. The April 28 date is only for examinees who for religious reasons cannot take tests on Saturdays.

The Graduate Record Examination Board, which sponsors the GRE testing program, is reducing the availability of the Aptitude Test in New York State in order to comply with a New York State law, enacted last July, that requires test organizations to make public the questions and answers of admissions tests that are administered in the state after Dec. 31, 1979. The GRE Advanced Tests are exempted from the disclosure requirements.

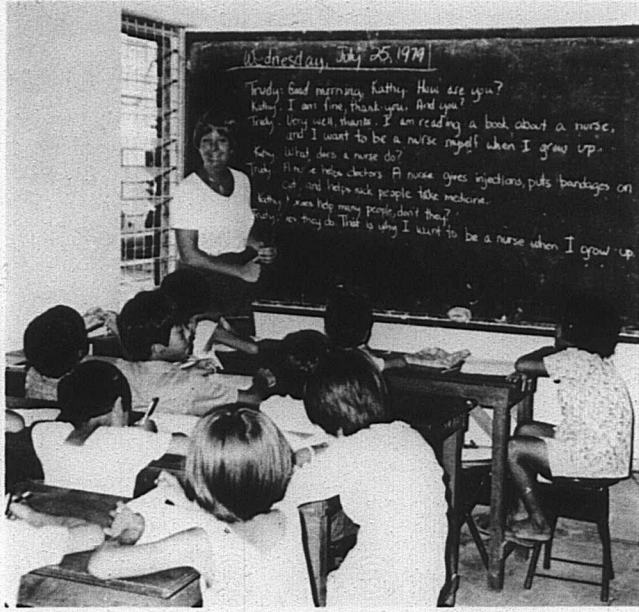
The previously announced testing schedule will be maintained outside New York State during the January-September period. "The need to sustain test quality and usefulness requires a temporary reduction in testing services in New York as the GRE Board plans for a longer-term response to recent legislative

requirements to disclose test contents," said Alfred S. Sussman, dean of the Horace H. Rackham School of Graduate Studies, University of Michigan, and chairman of the GRE Board.

"After a test has been made public, it cannot be used again," Sussman explained. "The number of editions of the Aptitude Test we can release is determined by our current inventory of test editions and the rate at which we can develop new ones. We will increase our test development effort as rapidly as we can. Maintenance of the quality of the Aptitude Test will continue to be an overriding consideration in our planning."

The GRE Aptitude Test is administered on approximately 200 dates each year at different test centers throughout the world. Except for a full-length sample that is made available to the public at no charge, the Aptitude Test has never previously been published, and therefore, each "live" edition of the test could be used many times at different sites and for different examinees. The curtailed schedule for New York State will provide the GRE program the time to increase test development and to address other technical concerns generated by the new law in New York State.





Janet Weber teaching a class in Hong Kong

## Weber Shares Missionary Insights From Experiences at Sham Shui Po

by Toni-Lynn O'Shaughnessy

Jan Weber, a 1978 graduate of Houghton, returned to campus on Wednesday, January 30th, to discuss her experiences during 10 months of missionary activity in Hong Kong. Weber addressed the morning chapel service and the regular evening meeting of Foreign Missions Fellowship, and got together with Gary Johnston, World Relief Volunteer (see Star, 2/1/80) to compare impressions concerning refugee work in Eastern Asia.

In her morning address, Weber spoke about how her attempts to achieve popularity at Houghton looked different to her in Hong Kong.

That evening in FMF, she showed slides of her work in Hong Kong with the youth of Kowloon

Tong Christian and Missionary Alliance church. She considers this youth work to have been her major achievement while overseas.

Weber also spent about two months with senior Ann Dudley teaching at Sham Shui Po refugee camp in Hong Kong. They taught both Vietnamese and Chinese refugee children.

"I would not consider it a great achievement in my life," Weber told Johnston in the afternoon interview. "If I could have communicated with the Vietnamese it would have been different."

Dudley agrees that the experience was a "very frustrating" one. "We were teaching about 40 kids, from ages 5-11," she explains. "Some spoke Vietnamese and some spoke Chinese. We were trying to teach them English, since most of them would be coming to the US."

"We didn't have an interpreter until the last three weeks we were there. We couldn't teach them anything about religion because the concepts were too abstract. Finally, the last week, a missionary came and gave a gospel story."

Despite the frustrations, Dudley says the experience was "extremely worthwhile."

"By the end, they were beginning to love and trust us," she says, recalling a trip to the beach when "we began to know them as persons."

Weber agreed that the main value

of the experience was the love that grew between the teachers and their students.

Compared to the emergency accommodations Gary Johnston built in Cambodia, Sham Shui Po was "a Cadillac," Weber said. Dudley explained that Sham Shui Po was the last in a series of camps where refugees are "processed" before they enter the US. "The conditions were better than most," she said.

Weber and Johnston agreed on the value of short-term missionary service for college students. "It's the best thing you can do," said Gary, "just to see what most of the world lives through every day."

Weber says that summer missions was "a good introduction to missions" for her. She cautions that prospective summer missionaries shouldn't "think they're going to tell people over there how to run things, or that they're going to get the whole picture" in one summer. She feels that her ten-month experience provided a more reliable view of what missionary work is really like than did her previous summer experience.

Weber considers FMF an important part of the Houghton campus. She praised the group's emphasis on prayer. For those who are "very interested in being missionaries but they're not sure," she recommends short term work. "It helps with the adjustment," she said.

## Houghton Faculty Plan Research Abroad

Johnson Museum in Letchfield, Staffordshire.

Rev. Mullen will lecture at Bethany Bible College this winter in his native New Brunswick, do further research on the Reformed Baptist Church, and redesign his Ethics course syllabus. During March and April, Professor Mullen will visit radio station ELWA in Liberia, followed by ten days at the Wesleyan Bible School and hospital in Sierra Leone. Afterwards, he will visit the Republic of South Africa for a month. Rev. Mullen will preach to church congregations at a Swaziland Bible School, offer evangelism lectures at the Wesleyan Bible College in Brakpan, Zimbabwe, and visit Kruger National Park. Mrs. Mullen will continue teaching at Fillmore Central School.

Dr. Whiting will spend her leave "strengthening my background for teaching general ecology." She plans to gain first-hand experience studying major plant and animal community units previously unfamiliar to her, and to develop a slide collection for use in illustration. She has applied to two programs—one offered by the University of California in a desert region, the other sponsored by Earthwatch of Massachusetts to a tropical area. Should she be unable to attend either of these programs, she will join study tours, either to Baja, CA; Trinidad and Tobago; or the Galapagos Islands. In preparation for her sabbatical, Dr. Whiting spent two weeks last summer in the Great Basin Desert, Nevada, and visited a salt marsh and pine barren in New Jersey.

Three Houghton College faculty members have begun semester-long sabbatical leaves: Dr. Lionel Basney, Professor of English; Rev. Laurence Mullen, Associate Professor of Bible and Philosophy; and Dr. Anne Whiting, Professor of Biology.

Dr. Basney hopes to research several scholarly articles on Samuel Johnson, including and essay on Johnson's Christianity. To advance this research, Dr. Basney will be working in the special studies room of the New York Public Library. If he receives a NEH grant, he plans to explore unpublished James Boswell materials next summer at Yale.

Beginning in April, Dr. Basney, his wife and two daughters will spend six weeks in England visiting Devon, the Lake Country and the

## The Champ Receives Mixed Reviews

### Flick Lacks Originality and Coherence

by Mark Baines Anderson

When I decide to go see a film I avoid tear-jerkers. But every now and then I break the habit.

I didn't cry at *The Champ*, nor did I really expect to. Most likely, however, I was in the minority. Everyone who had previously seen the flick was telling everyone else what a great cry they were in for. This observation perhaps explains the exceptionally large turn-out for the affair.

Despite a lack of originality and coherence, the plot was rather amusing. *The Champ* is the story of an ex-champion boxer—(hence the title and nickname for the central character) who is trying to raise his eight-year-old son (T.J.). The boy's mother had run away to marry a wealthy gerontologist when T.J. was still an infant. But—and here's where the plot really thickens. Champ has a drinking and gambling problem that threatens his relationship with T.J. When Champ winds up in jail after beating a few people up, T.J.

goes to live with his real mother on her yacht. But he ends up hating her and crying for Champ. So he returns to his father—who for some obscure reason, decides he wants to enter the ring again. So he does, and promptly dies at the end of his first fight, which concludes the movie.

Yes, I realize I've omitted segments of the plot, including the racehorse, and the beach, and the various confrontations, and the flamingoes but they, like the rest of the movie, really didn't have a whole lot of meaning or importance.

In other words, the plot and consequently the movie itself went nowhere. I have this sneaking suspicion that the whole purpose of *The Champ* was to evoke an emotional response at the end of the movie. If this is true, (and I suspect that it is) the whole value of the movie depends upon whether that particular individual happens to shed a tear or not. This means a very shallow movie. If my suspicion is incorrect, then I

haven't the faintest idea what the purpose of the movie is, if there was one.

Don't misunderstand me—the movie wasn't a total loss. Quite frankly I thought the little kid stole the show ("He's so CUTE!!"). He performed extremely well, looked innocent enough, and spoke some very funny lines. It's just too bad he was always crying.

Faye Dunaway and Jon Voight also turned in stellar performances. The movie itself was very well done. The screenplay, photography, and the direction were well above average, despite a few minor flaws.

Overall, the flick entertained me, but not much more. If you enjoy going to a theatre to sit mesmerized, staring blankly at a moving picture for two hours and perhaps—if you're real lucky—shed a tear, then *The Champ* was terrific. If not, then it was strictly mediocre; nothing more, probably a little less.

## Champ is an "Artful Outline"

by Martha Manikas

*The Champ*, the story of a thirty-seven year old retired boxer and his son T.J., played to a full audience on Friday night in Wesley Chapel. Jon Voight starred as Billy Flynn, a former boxing title holder now employed to walk horses. An impressive portrayal of T.J. by Ricky Schroder carried the movie, from the beginning rescue of his father from a cheap bar, to the very ending when the audience tried to silently suppress what T.J. very honestly expresses. The bond between father and son is continually reaffirmed by the child's adoration and the father's generosity.

It is through one of Billy's lucky gambling nights and his attempt to please T.J. that he buys a race horse. In this way the race track provides the backdrop for Annie, the Champ's former wife and T.J.'s mother, to "happen" back into the lives of the family she left seven years before. Faye Dunaway plays Annie, whose sudden discovery of her son evokes an even more sudden gush of motherhood.

"The Champ" is a bare outline

without body—the bones without the meat. The characters are shallow. With the exception of T.J., whose basis is love, the motivation behind each character is masked.

Although the reason for Billy's newfound determination for a "come back" is hinted at, the audience never learns the drive behind Annie's sudden concern for her son, or the nature of Billy's illness. Dunaway's portrayal of the love of mother to son is alarmingly passionate. Billy's death, with little foreshadowing other than his handfulls of aspirin, may be a bit over-dramatic as the golden hero spotlighted on a bier of sacrifice.

The art of the movie's outline almost makes up for the lack of characterization, although it is often at the expense of being predictable. The love of father to son was paralleled in Billy's two major efforts for T.J.—the race horse, and the "come back" fight. For both events T.J. had ringside seats, and for both he experienced bitter-sweet defeat. At the race, the horse fell, but T.J. met Annie; at the

fight, he lost his father, but clung to his mother. At one point in the movie Billy cast aside a teddy bear intended for T.J., regarding the gifts Annie had given T.J. more highly. Yet in the end the audience acknowledges that what Billy gave for T.J. was the superior gift.

## Openings Remain for Summer Tour of Paris

The Houghton College Alumni Association is sponsoring a summer holiday in Paris, France, August 11-18, 1980. Houghton College Foreign Language Division Chairman and veteran of nine Paris visits, Mr. Paul Johnson, will guide the tour to various historic sites, including the Palace of Versailles, The Pompidou Cultural Center, the Louvre, Eiffel Tower, L'Arc de Triomphe, and Champs-Elysees.

Tour cost is \$799 per person, including round trip air transportation from New York, first class

hotel with continental breakfasts, escorted daily sightseeing, tickets to museums, monuments, and an evening entertainment.

Houghton College Alumni Affairs Director Dr. William Tromble will travel with the group and serve as Tour Director. He noted that the tour is open to anyone and that he has already received 28 inquiries.

Contact Dr. Tromble at the college for full details on itinerary. A \$100 deposit is due by March 20, the balance by June 4.





## Winter Weekend 1980 Schedule of Events

Friday		Saturday	
		10:00 am	Hockey Game
		10:30 am	X-Country Ski Tour
1:00 pm	Snow Sculpture Competition Begins	12 noon	Judging Snow Sculpture Lunch
5:00 pm	Semi-Formal Banquet—Dining Hall	1:00 pm	Ski Races—Ski Slope
8:30 pm	Senate Spot—Chapel	3:00 pm	Friendly Feud—Chapel
10:00 pm	Skating Party—Wellsville	5:00 pm	Dinner
		8:00 pm	Movie "Les Miserable" Chapel
			Basketball Game vs. Roberts
		After Movie	Game Night with Cocoa and Donuts—Dining Hall



Ann Dudley spins and dishes off against Keuka

## Hoopsters Win at Home! Lose to Bonaventure

by Denise Woodin

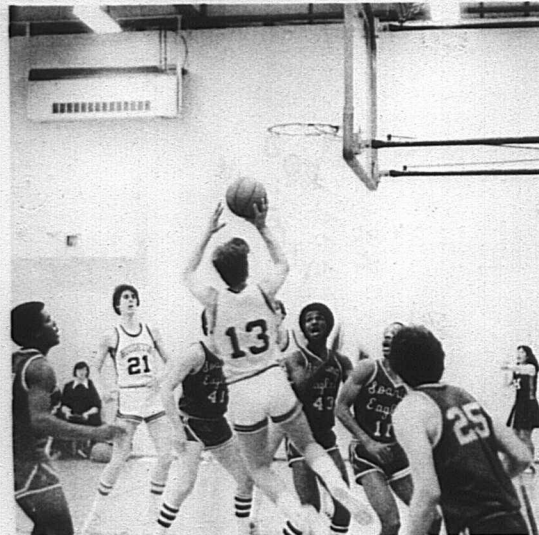
Playing a tight, fast-paced game, Houghton's women snatched their first victory from Keuka College in an exciting home contest last weekend. Houghton basketball looked strong all around throughout the close game, with good teamwork rebounding, accurate passing and a deep determination to win. At half-time, the Highlanders only trailed by three points. They quickly caught up when Marty Winters kicked off the second half with two baskets within the first few minutes. The women blocked Keuka's shots with a tough defense in this climactic battle that ended 49-48.

In an away game earlier last week, the Highlanders fell to St. Bonaventure. Despite a 44-74 loss, the women felt pleased and encouraged by this game which featured a strong defense, more shots, and less turnovers. St. Bonaventure pulled ahead by the end of the first half, but during the second half Houghton matched its opponents point for point. Guard Marty Winters captured eight points, and forward Ann Taylor tallied eleven.

According to Taylor, winning their first game Saturday has definitely boosted the Highlanders' confidence and spirits. They now hold the attitude, "We're on our way."



Brian Rhoades pops against Elmira



Scott Bartlett puts up an off-balance one-hander in the men's game against Elmira. The Highlanders lost to the Soaring Eagles on Saturday, 98-66. On Wednesday the men dropped an 88-78 decision to the Nazareth Golden Flyers, lowering their record to 4-13. Mark Carrier led all scorers in that game with 30 points.

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