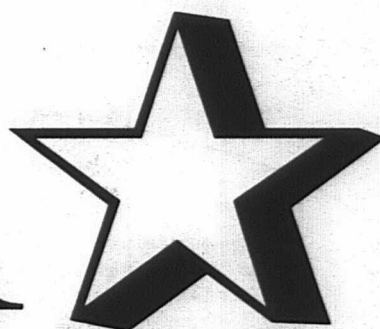


THE HOUGHTON STAR

Volume 92.1
March 7, 1997



LOCAL EVENTS

March 8:

*Theater, C: "Raggedy Ann and Andy," noon, Eisenhower Aud, RMSC, \$8, 271-4552

*Trail talk: "Know Your Trees," 1 p.m., TFSP, meet at trailhead on Rt. 89, FREE (607)387-7041

March 8-9:

*Family Program, "All Aboard for Trains," Sat, 10 a.m., Sun 1 p.m., SM, \$3 - \$5, 454-7639

*Theater: "James and the Giant Peach," 1:30 p.m., TAP, \$6, 383-9060

March 14 - 15:

*Theater: "Alice in Wonderland," Fri. 7:30 p.m., Sat. 11 a.m. and 2 p.m., NCAC, \$8, 389-2170

March 16:

*Madrigalia & Jewish Choral: "Mizmor L'David," 3 p.m., Temple B'rith Kodesh, Rochester, 271-7455

March 19:

*Pianist Tony Caramia, jazz and ragtime music, 7:30 p.m., SM, \$8, 454-7639

March 20:

*Paul Taylor Dance Co., 7:30 p.m., UBCA, \$16 - \$24

KEY:

C = geared for children
NCAC = Nazareth College Arts Center, Rochester
RMSC = Rochester Museum & Science Center
SM = Strong Museum, Rochester

TAP = Theatre Arts Playhouse, Penfield

TFSP = Taughannock Falls State Park

UBCA = UB Center for the Arts, Buffalo

QUOTATION OF THE WEEK

"The subtlety of pride is seen in the fact that its victims are generally quite oblivious to their bondage, though all around can hear the clank of the chains."

-- J. Oswald Sanders

Bennett Provokes Thought

Tara Smalley

The guest artist for the Valentine opening in the chapel gallery was Scot Bennett, professor of art. It was a fabulous show featuring a wide variety of printing techniques and drawing combined.

The show was a collection of currently finished works that the artist called, "challenging and rewarding." It was difficult because of his future sabbatical, and since most of the pieces were prints that needed to be brought to resolution. It was important to Bennett to finish what he had begun.

The printing techniques used required many different images, color, and repeated pressing to pull them all together, so it was very time consuming. Now that the pieces are complete, Bennett anticipates different and more radical works that he will start during his sabbatical.

Some techniques that he used are etching, lithograph, linoleum blocks, silkscreen, and graphite drawings. Bennett used more silkscreening so that he could experiment and become more familiar with that process. He is now teaching students this medium and finds it rewarding.



Scot Bennett commented, "It's unfortunate that visual imagery doesn't impact individuals more than it does. Visual imagery opens doors to conception of the abstract and spiritual realm." Students in previous classes have told him, "visual imagery has very little effect on the church," and, "there is no place for visual imagery in our lives."

Bennett includes many symbols of faith throughout his pieces. Some that might have been noticed were the arched windows, and open doorways that represent journeys that one goes through during life to see what lies ahead. The nude figure represents truth, the divine and purity. His meditations on

life and death were to dwell on the fine line between the two and also to think of eternity and make sense of the world.

When looking at his pieces, Bennett says, "One can pursue his own thoughts that conjure up. These pieces were created to provoke one to think. At times they may be harsh or push one into a certain type of thinking. Each individual brings his own ideas and thoughts to each piece and may find himself connected."

"Printmakers are the intelligent ones," says Bennett as a joke to the other art professors, "we can think in reverse and create fragmented pieces such as these."

Dancers Take Stage

Jon Makay

Something new, something new! Something borrowed, and a lot more than something just blue. On Feb. 14, the Tamburitzans, a dance group from Duquesne University performed for the Artist Series.

A whole range of colours and designs were used in a myriad of arrangements and presentations. To name a few cultural dances and songs performed: "Makedonska Tantsove Suita" from Macedonia, "Dunda Kolo" from Vojvodina, "Nie Ot Shopluka" from Bulgaria.

The costumes were typical of the cultures being represented. The costume is either an original or a faithful copy. The Tamburitzans possess the largest collection of European costumes in the Western hemisphere.

The Tamburitzans exist to preserve and perpetuate Eastern European cultural heritage in the United States and to offer

scholarships to deserving students. An ensemble of 40 students, it travels across the states and Europe and Asia. All the dancers are students at Duquesne University on scholarship; they come from many diverse academic and religious backgrounds.

The Tamburitzans were started in 1932 by Dr. Lester Pierce. He strove to perpetuate the music of the tambura or tamburitza, a family of instruments indigenous to southeastern Europe. The group started during the Great Depression as a way of earning scholarships for students. They existed for two years at St. Edward's in Austin, Texas. Upon a stop in Pittsburgh, Pa., Dr. Pierce was so impressed with the multi-cultural community that he pursued a successful partnership with Duquesne University in 1937. It was originally called The Slavonic Tamburitzans Orchestra and consisted of 17

males. Women were added during the Second World War when men became sparse.

Some of the instruments involved in the gala were the tambura, native to ancient Persia; the goatskin tapan, hit with a large wooden stick and also a sapling, which is indigenous to Bulgaria and Macedonia; the Serbian frula and Macedonian zurla, flutes, which added a haunting and beautifully harsh sound to the music; the nai 'pipes-of-pan,' which are used only rarely in Romania. Of the stringed instruments (plucked and bowed) there were the Russian Dora and balalaika, the Ukrainian bindery, the Bulgarian godulka, the Dalmatian lirica, Greek boukka, and finally the Hungarian cymballum.

The criteria to be in the Tamburitzans is four-fold. The first step is academic acceptance to Duquesne University. The second step is a general audi-

(cont. pg. 2 - Dance)

Senate Report:

Candidate for SGA Treasurer of Activities

Hello, fellow students, my name is Kara Neal. I will be a junior in the fall with a major in accounting, a minor in business administration, and a pre-law concentration. I started college here last spring in my senior year of high school and made the Dean's List that semester and just missed it last semester by a small margin. I have finished accounting principles I & II and intermediate accounting I, receiving two A's and an A- respectively. I'm currently in intermediate accounting II. It is my belief that these classes will significantly benefit my performance as SGA Treasurer of Activities.

This position involves extensive work with numbers, organization, money, and busy-work, to name a few characteristics, all of which I really enjoy. These are the things that other people often find frustrating and "uneventful." I have had a job working in the Institutional Planning Office for about one year (including summer), in which I have worked with computers, facts, and figures extensively. This job demands good organization and efficiency as does the SGA Treasurer of Activities position.

A large part of this position deals with communication, not only with the other SGA members but also other groups and individuals on campus. I learned a lot about team work through the management class that I took last spring. I realized that communication, reliability, flexibility, and being able to work things out when disagreement

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Parents Discover the Academy

Tricia Enos

Houghton Academy hosted Parents' Discovery Night Monday, Feb. 24. This night was created to inform parents about Houghton Academy's academics, its ministry and the option of Christian education. Of the four families that attended, there are seven prospective students, three of whom are interested in Houghton Academy's new sixth grade program.

The evening began with a devotional by Headmaster Philip Stockin in Rosemary Tysinger Auditorium. Following the devotional, Stockin explained the philosophy of education to the interested parents. Next on the agenda was a flute duet of a collaboration of hymns performed by Heidi Bressler, a Houghton Academy senior and Sarah Swanson, a freshman at the Academy.

Parents were then taken to the board room at Houghton Academy for a panel discussion. Stockin began the discussion with some information about academics, spiritual life, and the dress code at Houghton Academy. After hearing some facts and policies about the

Academy, parents asked the panel several questions. Some of the panel members included Reverend and Mrs. Lois Rudolph of Rushford, with daughter Adriane, a tenth grader at Houghton Academy, and Dave and Mary Jane Demster of Wellsville, with their daughter Sarah, a junior at Houghton Academy. Other members of the panel included Shelley Noyes, development assistant who organized the event, Phil Merrill, assistant headmaster and history teacher, Ron Duttweiler, Bible teacher, Eila Shea, art teacher, Bryan Mastin, junior high science teacher, and Richard Harter, a math teacher at Houghton Academy.

After the question and answer time with the panel, parents toured the Academy's facilities. Following the tour, parents were invited to enjoy refreshments. Many parents stayed to talk further with the faculty and staff.

Another Parents' Discovery Night will be held Monday, March 24th, at 7:00pm. To RSVP call Houghton Academy at 716-567-8115.

Are you a senior? Consider writing a SENIOR ESSAY for the last issue of the Star. Let us know if you would like to contribute.

Summer Program Staff needed for Girl Scout residential camps located near Ithaca and Auburn, NY. Salary, room & board provided. Contact 315-539-5085, ext. 728. EEOE/AA.

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The Houghton

STAR ★

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THE HOUGHTON STAR is a bi-weekly student publication; its focus is on events, issues, and ideas which significantly affect the Houghton College community. Letters (signed) are encouraged and accepted for publication; however, they must not constitute a personal attack; they must be submitted by 5:00 p.m. Wed., and they should be no longer than one typed double spaced page. The editors reserve the right to edit all contributions. The views expressed by the reporters and essayists of this publication are not necessarily in agreement with those of Houghton College.

Howard Finishes Book

Michael Walter

For Houghton's Dr. David Howard, professor of history, the writing of his new book, "Conquistador in Chains" (University of Alabama Press), was a labor of love. Recently, Howard discussed the book itself, the process of writing, and his future goals.

The book tells the story of Alvar Nunez Cabeza de Vaca, a 16th century Spanish explorer. Cabeza de Vaca spent time in North America before he journeyed to Rio de la Plata in Argentina in 1541.

The Spanish had an agreement with the Indians in Rio de la Plata: they provided safety, and the Indians in return provided women and food for the Spanish. Cabeza de Vaca, a devout Catholic,

objected to the Spanish treatment of the Indians as morally wrong. The Spanish found Cabeza de Vaca's beliefs threatening to their way of life. In 1545, Cabeza de Vaca was thrown in prison and returned to Spain in chains.

Howard became interested in the life of Cabeza de Vaca during the summer of 1980, while studying at Harvard through a grant from the National Endowment for the Arts. He conducted his research at the libraries of Harvard, Duke, Cornell, and the University of Buffalo. A major aspect of his research involved the studying of primary sources and documents from South American countries.

By 1990, the book was ready

for publication. A series of publishers expressed interest, and Professor Howard continued to work on revisions of the book until 1996.

Professor Howard, who has taught at Houghton since 1969, encourages students to find a specific area of history that they are interested in, and to learn as much about it as possible. He is especially delighted to see students utilizing primary sources rather than merely reading about events in a textbook.

Howard is excited to see former students making a practical difference in the world. Recently, he has been researching a number of history-related sites on the Internet due to changes in Houghton's computer policy.

News



Bites

Jim Roberts

(New York) A woman has been granted clemency after being convicted for killing the man who battered her. This is the first time in New York state history a woman has been given clemency in such a case.

(Zaire) A rebel town was bombed by Zairian military jets. Sources say that a bridge and a marketplace were hit and at least six people were killed.

(Texas) For the second time, a 12-year-old girl has been tried as an adult and convicted of first-degree murder, in this case the beating of a

toddler at her grandparent's unlicensed day-care center. She has been sentenced for up to 25 years.

(Peru) A Peruvian newspaper has revealed details of a government plan to rescue 72 hostages still being held at the Japanese Embassy. The new plan involves the use of force but government officials say that diplomacy is still first priority.

(Israel) Officials have opened a new round of peace talks, this time aiming at expansion of Palestinian self-rule in the West Bank and Gaza Strip.

(Georgia) A group calling

themselves the Army of God is claiming responsibility for a series of bombings in Atlanta, including an attack on an abortion clinic and a nightclub frequented by the gay community. They threaten "total war" on the federal government and say that they will continue attacks on homosexuals and abortion clinics.

(Scotland) Scientists have cloned an adult mammal, a sheep named Dolly, raising some disturbing ethical questions about the possibility of cloning humans. President Clinton has asked a bioethics advisory commission to review the implications of this development.

Students Fast To Feed Others

Adria C. Willett

Eighty-four Houghton students recently participated in World Vision's nationwide "30-Hour Famine" project to raise money for starving children around the world. The student-led World Missions Fellowship organized Houghton's planned famine.

Each student secured sponsors to donate money, which

was given to World Vision, a missions organization that provides physical relief to the needy. A total of \$ was raised for World Vision to target needs among children.

During the 30 hours without food, students participated in a prayer and worship session and a scavenger hunt. For the hunt, students collected canned foods

from surrounding communities to give to the Allegany County Food Pantry. The planned famine ended with a pizza party.

"[The goal] is to raise money, but also to become more aware of our responsibility in aiding the poor around us," said junior Kathy Lynip, who is the outreach coordinator of World Missions Fellowship.

Financial Aid For Laptops

Troy Martin, director of financial aid

The Financial Aid Office has determined, after careful study of federal financial aid regulations, that the costs for purchasing a laptop computer may only be considered in determining eligibility for financial aid for incoming first-year students, since for them it is a required expense. The

FAO is prohibited from including laptop costs in determining aid eligibility for returning students since for them it is an optional expense. In other words, for returning students, there can be no increase in financial aid based on the additional cost of the laptop.

However, since the cost of the laptop appears on the student account as an optional semester charge, financial aid which exceeds other billed expenses may be used toward laptop expenses.

Please see the FAO if you have any questions regarding financial aid and ETI.

CDC Focuses on Dating

Liz Nies

During the first part of this semester, the Counseling Center at Houghton placed special emphasis on dating relationships. A series of seminars entitled "Dating in the Nineties" was held periodically throughout January and February. During lunchtime, a number of students were asked to fill out surveys pertaining to dating. Male and female surveys were given separately and here are some of the results:

Category #1 asked for the top ten things to do on a date. The males' most popular response was to take a walk or a hike and talk along the way. Females also reportedly enjoy physical activity such as skiing, biking, or rollerblading just to name just a few.

Second in popularity on the list for both males and females was a dinner date. Also in common between the male and female lists were: a movie, playing games, and kissing.

The second category asked for ways both women and men thought they would scare off a date. Ranked first for the women was talking about past relationships and bringing up marriage too soon into a relationship. Top on the males' list

however was gross habits, both actions they thought would scare off a woman, as well as coming on too fast or too strong. Items common to both lists included such habits as flirting with other people and ignoring their date.

The third category referred to expectations about spending money on a date. A majority of both males and females felt it was the guy's responsibility to pay, at least at first, although the guys thought girls should at least offer to pay. However, many females were accepting of "dutch treatment," (where the bill is split between both), although this was not such a popular idea among the males. A small number of both liked the idea of rotate-treating, where the guy pays for one date, the girl pays for the next, and so on.

In terms of why people date, (category #4), twenty-seven percent of surveyed females said they date for fun and friendship, while twenty-three percent of males replied in the same way. Eight percent of both males and females said they only date when there is a potential of marriage. Most seemed to think a combination of the two was ideal.

Category five asked about the best way to end a relationship. Approximately one-half of the females and one-half of the males surveyed felt a face-to-face method was best, as well as being honest and open.

As for remaining friends after a breakup, category six showed eighty percent of men thought this was possible while only sixty-eight percent of women thought it was.

Seventy-seven percent of males surveyed thought it was best to date one person at a time as opposed to dating around. Only sixty-five percent of females felt this way.

The final category, biggest turn-ons, for women included sense of humor at the top of the list, followed by good smell. Men on the other hand, ranked physical appearance at the top of the list followed by good conversationalist. Appearing on both lists was nice eyes, strong Christian and good personality.

Overall, the survey was well rounded, and even at Houghton, many categories represented both men and women in non-stereotypical ways.

SCHULTZ AND SOBIESKI SHINE IN JUNIOR RECITAL

Liz Nies

Several times throughout each semester, music majors are given the opportunity to reveal their talents in the form of a student recital. Many times both a junior and a senior recital are given, depending on the specifics of the music major. For example, an education major is required to give a one-half hour recital during his or her senior year. A performance major on the other hand is required to perform a one-half hour recital during the junior year followed by a one hour recital during the senior year.

On Feb. 12 in the chapel, both Elizabeth Sobieski and Cara Shults presented their junior recitals. (Although Sobieski is an education major she chose to perform a junior recital). She is a student of Dr. Julia Tunstall and plans to graduate from Houghton and get a teaching job as soon as she can. Shults is also a junior and her major is piano performance, which she studies under Dr. George Boespflug. She plans to go on to graduate school after Houghton and be a piano teacher. She already tutors several young students in piano lessons.

At 8:15 pm, adorned in a sequined dress and looking

beautiful and confident, Sobieski took center stage. She performed several delightful pieces with the flute such as "Höchstes, was ich habe" by J.S. Bach, and "Fantasie" by Gabriel Fauré. Other music majors assisted Sobieski's lovely performance. Katey Smith sang a soprano number during "Höchstes, was ich habe," and Jeannie MacCallum played the piano during this same piece. Rebecca Hilton accompanied Sobieski on the piano in all but one number.

After a brief intermission, Cara Shults, also looking radiant and confident, began her soothing half-hour performance on the piano. She began by playing "Sonata No. 50 in C Major," a piece by Haydn, and went on to play such pieces as "Partita No. 2 in C minor BWV 826 Rondeaux" by J.S. Bach. Assisting Shults at the piano was the talented Jeffrey Klino.

Following the performances, a lovely reception was held in the foyer of Wesley Chapel. Shults and Sobieski's mothers prepared a variety of cookies, fruits and punch. Both girls were pleased with their performances and look forward to next year's senior recitals.

SGA

(cont. from pg.1)

arises are most essential to the success of a team. I believe that I will be able to work well with any of the students in the various offices of SGA.

This SGA position is new, in that it was just started this year. It serves to work with and help the Commissioner of Finance. I feel that when something is started, it is best to start off right so that it will be beneficial in years to come. I believe that I'm the person to do just that and am qualified for the position of Treasurer of Activities.

DANCE

(cont. from pg.1)

tion, lasting about 15 minutes and including your own piece in song. The third step is another audition, where you are put with all the others and observed on how you work together, get along, and learn in a group. The final step is a personal interview.

The accepted group goes to a training camp for 25 days, learning ALL the dances one would learn as part of the Tamburitzans. Then it is once practice a week for four to five hours.

It takes a lot to being the Tamburitzans, but as a freshman in the group said, "You are never too old to start learning."

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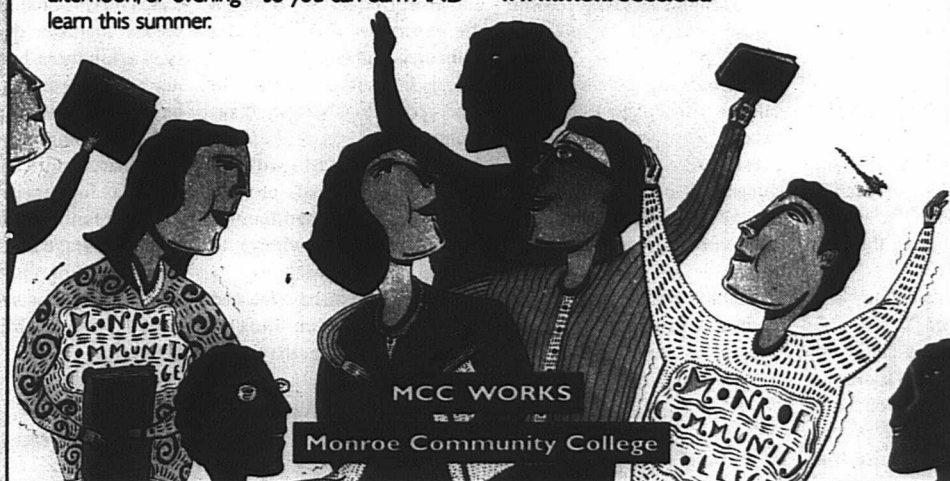
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Global Neighbors II: A Lenten Prayer

L.J. Arensen

Emmanuel,
 Forgive us our apathy.
 Forgive us for having allowed consumerism to seep into our faith.
 Forgive us for indulgence while others go without their most basic needs.
 Forgive us for forgetting our neighbor.
 Forgive us for the times we claim that our personal actions make no difference for anyone else and therefore refuse to act.
 Forgive us for only obeying if our efforts look as though they will lead to success.
 Forgive us for not evaluating our nation's economic actions towards the other nations of the world.
 Forgive us for supporting structures which entrap and oppress others.
 Forgive us for neglecting human needs and human rights and treating others as souls with only spiritual needs.

Forgive us for ignoring global realities because they depress us-- Be among those who suffer, hunger, or flee.

Forgive us for naive optimism.

Forgive us for our embarrassment about poverty.

Keep us from blaming the poor for their poverty.

Keep us from looking away from those to whom we give as if their need is shameful.

Keep us from ignorance.

Keep us from overconsumption.

Grant us the strength to live responsibly.

Grant us prayerful hearts.

Grant us the courage to seek truth, however painful and sorrowful that truth may be.

Teach us solidarity and concern.

Teach us to be neighbors.

Amen

Psalm 13

Adria C. Willett

"How long, Oh Lord? Will you forget me forever? How long will you hide your face from me?" Where are you, God? Everything is so bleak, so empty, so frozen. The world is gasping for air as it struggles to surface from its pain, hunger, and despair. Why do your saints suffer so, Lord? Where are you when my world is suddenly turned upside down? Father, are you here in this blur of doubt and weariness?

Deep inside I'm so lonely; I'm longing to belong, to be appreciated, and to be understood. Keep reminding me that you alone, God, are the living water which will quench this thirst of my soul. Forgive me for assuming you will treat me as others have. Train me to see you in your awesome splendor and holiness.

"How long must I wrestle with my thoughts and every day have sorrow in my heart? How long will my enemy triumph over me?" God, I've said all the wrong things to those whom I love. Why do my own words haunt me so? Why do my mistakes continue to agonize my soul? Why can't I forgive myself as you have forgiven me? I'm wearing masks I can't seem to tear away. I keep trying to find my identity in others and in appearances rather than your mighty love. Oh Lord, break these chains! Set me free into your grace and your healing power! I'm tired of living with this weak, sinful soul of mine. Pull me from this bog of self-pity; teach me to look beyond myself to the needs and hurts of those around me. Let me find rest and peace in you.

"Look on me and answer, Oh Lord my God. Give light to my eyes, or I will sleep in death;

my enemy will say, 'I have overcome him,' and my foes will rejoice when I fall." I cannot see your hand doing the work you promised to do. When are you going to answer my cry? God, I don't understand. Remind me that what you are doing is deeper and more powerful than I can see. Build up my trust in you; give me faith that you know what is best. Help me to let go of the world and hold firmly to you.

"But I trust in your unfailing love; my heart rejoices in your salvation." God, you are in control. Let your healing love flow over this pain-racked, dirty world. Give me faith to know you will fulfill your promises. Restore your joy in my heart; let it overflow into the lives of others. I know that when this storm passes on, I may be battered, but I will be stronger because of your grace and faithfulness. I know, Father, you are purifying me and training me to your higher call.

"I will sing to the Lord, for he has been good to me." Father, you have given me more than I can ever deserve. You have blessed me with food, clothing, shelter, a chance to learn, a challenging environment, and strong friendships. I have so much -- too much. Thank you for bringing me this far. You have done so much for me and in me. Give me the opportunity to share this with others.

Teach me that your ways are not my ways and your thoughts are high above my thoughts. You are a living and active God. Thank you, Lord, that even when my prayers seem unanswered, I rise from my knees changed.

Houghton Alumni Find Their Niche

Bruce Campbell

1982 was not a great time to be looking for a job. A recent Houghton grad, I found the job search mystifying, a feeling that was amplified by an economy smothering recession. A psychology major, Spanish minor and generalist, I had no specific career plans, though I could identify things I did not wish to do. I often felt awkward about that and envied friends who held very specific, longtime career goals like emergency medicine, music therapy and editing physics textbooks.

A break came along for me not in the form of a job but rather in a remark made by a casual acquaintance. Sensing my frustration, he noted, "Relax, when was the last time you heard of someone starving to death?" This was not intended as a comment on the world scene where these tragedies certainly occur, but rather was his way of assuring me that I'd find my niche.

He was right. I did find it, via jobs held through my twenties. Not all of these were excit-

ing but they were educational. They taught me some about this thing called vocation. I've come to believe that vocation, or calling, can be played out in what you do, how you do it, and where you do it. The ideal job, I suppose, combines all three.

We've all been gifted with particular abilities and inclinations. Discovering and using these in the work place can be quite positive. Indeed, even if that place isn't the greatest or has no eternally significant mission there can be joy in writing well, managing well, teaching well - making good use of God-given abilities, whatever they are.

Approaching your work with purpose and grace can be part of vocation as well. In fact, I often think it's the most important part. You can be influential in the work place, even if it is dreary, by considering your persona there as part of God's calling. Keep this in mind, and you can bring eternal significance to a secular job.

Each summer Houghton is

blessed to have several senior alumni volunteers on campus. These folks, often joined by community volunteers, paint rooms, landscape, mend books and serve conference guests. These tasks bear little resemblance to the professional positions these volunteers once held. Their valuable service, though, illustrates that vocation may be manifested in where work is done. A necessary but uninteresting task done in the right place has great importance.

About those who would be music therapists and science editors, I'm in a unique position to see how their plans have developed. In some cases, things have gone according to blueprint. Many of these folks, though, have discovered how really big the world of work is and they have ventured, quite happily, into careers which in some cases are far removed from their college age visions and, in others, didn't even exist in 1982. These alumni have found their niche and their sense of calling. You will too.

Scriptural Principles For Reform in Our Career

Dr. Ellen Weber

To bring about change requires courage, persistence, and insight. As a long time high school teacher, I felt our profession should move beyond passive classes filled with teacher-talk. We should find a way to activate the unique gifts and abilities of youth - to include their interests in a topic. But, it took years of searching for insights from research and scripture before I could actually generate change in high school classrooms.

We often hear that scripture holds solutions to current problems we face in our careers. During my doctoral work, which involved change in high school, I identified scriptural principles for creating successful reform. These change principles include:

Encourage people's creative talents: When we encourage diverse ways to know and express ideas, we provide a language that cuts through individual differences in culture, gender, background, and interests.

Initiate change in small increments: People need time and support to move beyond con-

ventional methods to modern methods, such as use of technology in a changing society.

Help others by working alongside and doing projects with them: When we work alongside others, sharing our ideas and insights, strong teams, with multiple talents emerge as a force for active change.

Respect human dignity and draw upon the experience and knowledge of each employee: Research shows that when people relate new ideas to their own past ideas and experiences, they demystify complex concepts.

Achieve innovation at minimum cost by using local resources: Workers are nourished and energized as they draw on the experience and resources from their immediate circles of friends, business colleagues and other professionals in their community.

Complete all tasks with excellence: High goals provide employees many opportunities to apply their knowledge to solving real-life problems.

Share what you have learned with others: When workers exchange knowledge they grow

together. This might involve sharing possibilities for a group project, multicultural approaches to a company problem, industrial applications of a new idea, historic reports on an issue or suggestions for new architectural designs.

Create opportunities for personal and group satisfaction: As executives and workers interact, they gain new appreciation and interest in ideas and in one another. Everybody benefits through group satisfaction that arises from working together.

Base innovation not only on knowledge, but also on wisdom: Many believe that change involves more than intellectual endeavors. Change also involves character development such as kindness, humility, caring, putting others first and building community.

I am convinced that all careers share significant scriptural formulas for change. Furthermore our faith foundations provide us courage and insights to create exciting changes, even when institutions such as high schools, may traditionally lag behind.

Social Commentary

Dave Johnson

I would like to take this opportunity to reminisce. Elementary school was a thrilling expedition into the nether regions of educational commonwealth (granted it doesn't make any sense, but those are some BIG words, huh?). What I want to focus on is elementary school gym class which was, I'm sure, one of the high points in everyone's academic career (next to science fairs consisting of roughly twelve thousand volcanoes spewing foul smelling baking soda).

Gym class in grade school differed from high school gym class in three ways: 1) We stayed fully dressed for gym, allowing us to get sweaty and grubby just in time for math class, much to the delight of our teacher, 2) the level of competition was lower (probably because the attention span was lower; we were too busy thinking about Garbage Pail Kids), and 3) no metal detectors. But the thing that made elementary physical education unique were the activities.

First off, there was the parachute. I'm not sure if you were ever exposed to this fascinating device of pleasure (I sound like an advertisement for the USA Network), so allow me to explain. Each of the students circled around the parachute and grasped an edge of it. Various

objects like wiffle balls, bowling pins, frisbees, or, for the inner-city schools, hand grenades, were thrown onto the surface of the parachute. Then, here comes the superbly fun part, we SHOOK THE PARACHUTE AND BOUNCED THE OBJECTS AROUND!!! (Wow, anything sounds exciting in capitals. How about this: A NONEMPTY SET OF S OF POINTS IN RN IS CALLED CONVEX IF THE LINE SEGMENT JOINING ANY TWO POINTS IN S ALSO LIES ENTIRELY IN S!!! Whoa.)

Dodge-ball was another popular activity at my school, as I'm sure it was everywhere else, the dark ages, perhaps. The rules of the game were simple: throw the ball as hard as you can at the short, uncoordinated kid with glasses. Now, our gym teacher (usually a... ahem... woman) told us never to aim for the heads. Yeah, right. Kids were getting pegged in the noggin so hard their retainers were embedded into the walls. But that's the magic of dodgeball—physical harm disguised as physical education.

Quirky variations of antiquated games were also quite common. We used to play this kickball-type game where you had to facilitate different challenges at each of the bases. For instance, if you reached first

base, you had to set up a bunch of bowling pins (yeah it sounds easy, but let me tell you it was pretty darn...uhh...well...okay, it was easy, but, give me a break, my problem-solving abilities at that age were limited to figuring out the Velcro strap on my GoBot sneakers).

Then there was the rope. Yes, the infamous tool of anguish used to test our physical strength and our tolerance to severe friction burns. I believe the concept of the rope originated it Mongolia, when it was used to torture captured enemies ("We have ways of making you talk...Get up that rope and ring the bell!"). If you couldn't successfully negotiate the cable of death you were harangued by your peers, termed weak and repugnant, and sent off to participate in an activity better suited to your particular physical prowess, like writing essays about the function of ligaments.

Yes, gym class was a remarkable time in all of our lives, I'm sure. Throughout the course of getting nailed by volleyballs, running around playing with bowling pins, and flaying off 85% of the skin from your hand due to rope burns, we matured as students and took away something we could never learn anywhere else—a passionate hate for people with whistles.

Dave Barry

You can say what you want about us newspaper journalists. You can say that we are atheistic liberal family-hating snake-worshipping communist perverts. You can say that we dress like the character Ratso in the 1969 movie "Midnight Cowboy" and apparently have our hair styled by angry wrens. But the one thing you CAN'T say about us is that we don't admit our mistakes.

Yes, we have made some "doozies." Everyone remembers the famous 1948 picture of Harry Truman holding up a copy of The Chicago Tribune with a huge front-page headline declaring DEWEY DEFEATS TRUMAN. But what people DON'T remember is that the very next day, The Tribune corrected that error with a front-page headline declaring DEWEY DEFEATS COOLIDGE.

That is the high standard of accuracy to which we hold ourselves. And that is why, today, I want to correct a statement that I made in a recent column about a police officer in a Finnish city called Espoo who invented a harpoon for cars.

In that column, I stated that Finland is also known as "Norway." Shortly thereafter, I received dozens of letters, and do you know what they said? That's right: I may have already won \$10 million!

But I also received a lot of letters, some of them quite angry in tone, stating that Finland is NOT also known as "Norway." A typical statement came from Patty Young, who wrote: "Though Finland and Norway are both within Europe, they are two individual countries." Another writer, Elizabeth Natti, noted that "Finland was the only foreign country that paid off its World War I debt to the United States." She also took issue with my suggestion that the civic motto of Espoo should be "The City That Sounds Like A Person Spitting." She states that "there is no 'Pe' sound in the Finnish alphabet," and therefore "Espoo" is pronounced "Es-BOO."

So I wish to sincerely apologize and issue the following corrections:

1. Finland is NOT also known as "Norway." Finland is, in fact, also known as "Sweden."
2. The civic motto of Espoo should be "The City That Sounds Like A Person Barfing."
3. None of this should be construed in a way as a criticism of Neil Diamond.

Now that we've cleared that up, let's get to the real purpose of this column, which is an alarming medical discovery that was made during Valentine Season by alert reader S. Scott Hanan, M.D., a family

practitioner who apparently had (1) access to medical research materials, and (2) a lot of spare time.

Dr. Hanan's discovery, which he backs up with six pages of diagrams from medical books, is that -- prepare to be shocked -- the human heart is NOT shaped like the valentine-style "heart" that is used in candy boxes, cartoons, tattoos and the signatures of women named "Brandi." By way of proof, Dr. Hanan sent a medical diagram of a human heart; it looks like a member of the mollusk family. Right next to this diagram, for comparison purposes, Dr. Hanan who notes, "I am a medical doctor, and therefore more than qualified to comment on such matters," has drawn a standard valentine "heart" and written "I DON'T THINK SO!"

And that is not all. Dr. Hanan has also reviewed medical literature to see if any human organ IS shaped like a valentine. He found one: It is the PROSTATE GLAND. He enclosed several prostate diagrams, and there can be no medical doubt: It's a dead ringer.

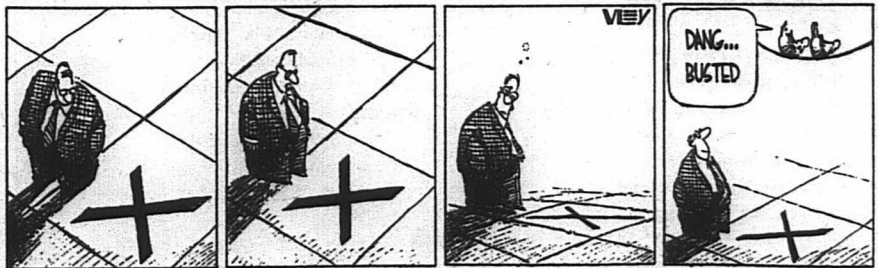
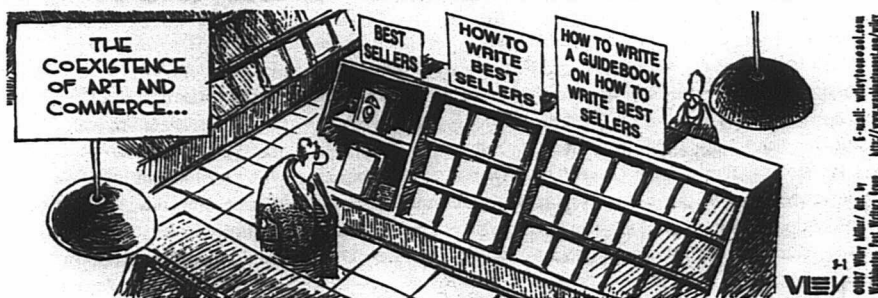
This discovery has MAJOR implications, and not just for people who play bridge ("I bid three prostates"). It also means that there are thousands, perhaps millions, of hairy men walking around with the word "Mom" tattooed on a picture of a prostate gland. But the biggest impact has to be on the greeting-card industry, which I imagine will have to recall the billions of prostate cards it has sold over the years.

In an effort to gauge the extent of this crisis, I called the Hallmark greeting card company, which is located in Missouri (also known as "Kansas"). I spoke with spokesperson Allison Novela and told her about the heart/prostate situation. She checked into it, and, a short while later, she called back to read this statement, which I am not making up:

"The doctor is correct about the shape of the human heart. However, Hallmark decided to sacrifice accuracy for sales after the poor performance of the following verse:

Valentine, I'd follow you clear 'cross state,
For you to hold the key to my prostate."

So that settles that. All that remains to be done now is for whoever is in charge of these things to send Dr. Hanan his Nobel Prize and a large cash award. Speaking of which, I have this important announcement for those nations that have not yet paid off their World War I debts to the United States: It's NOT too late! Send the money to me, and I assure you that will be the end of it.



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Where Does the Money for Textbooks Go?

Meghan Hoyer (TMS)

It's the ritual of every new quarter. You're in the campus book stores and you need some books. You look desperately for the yellow "Used" sticker on any text. They're scarce. Stand in line with about 20 students looking just as hassled. Get to the cash register. Push over your books.

The clerk finishes ringing things up. \$286?!

You've been hit with the quarterly realization that books cost too much, at least from a student's perspective.

"Books, compared to most commodities, aren't really that expensive," said Carol Kasper, marketing director at University of Chicago Press, one of the largest scholarly publishers. Brand-name makeup, compact discs and clothes are all just as expensive as most college books, Kasper continued. If you're buying a book, it's like buying a shirt. But one thing Kasper did not figure in was that most people aren't required to buy 10 or 15 shirts every few months.

Most people in the academic community realize that textbooks and academic tomes are expensive. But often there isn't any way to make the price lower. Tough Choices Like most departments at Northwestern, electrical and computer engineering has the professors choose books for their classes and then give their order requests to a department assistant. Prices for the books are considered, but when faced with either using an expensive textbook or getting an inferior-quality book, professors usually choose the former.

"They do take (price) into account, but they don't have a whole lot of choice," said Nancy Singer, a department secretary. "There aren't many alternatives."

But there are exceptions.

English professor Paul Breslin said he would rather use a different Robert Frost anthology for one of his poetry classes, but it was a hardcover and cost \$35. He chose a paperback edition that he didn't like as much instead.

"I just couldn't see putting that on the list with all the other books for the course," Breslin said. "I try to keep the whole course under \$100."

In most departments, professors talk about ways to keep down prices for their students, but no one has the perfect solution.

"Most (professors) have indicated to me their concern over the costs of the materials," said Mary Friedlieb, NU's Medill manager of student records and services. "But you're between a rock and a hard place."

Where The Money Goes:

NU sophomore Andy Anderson was faced this quarter with buying a new edition of an economics book. Almost all of the other books he's had to buy this quarter are new as well, which has cost him more than \$200, he said.

"I knew they'd be pretty expensive, but they're a little bit more than I expected," he said. Prices for new books can range anywhere from \$5.95 for a small paperback English novel to nearly \$100 for hardcover math or science textbooks. But when Anderson, or any other student, goes to pay for a textbook, where does the money go?

Publishers are the price setters. After setting a price for a textbook, they sell it to a bookstore for a discount. Although most commercial stores, such as Borders, would get a 40 percent to 50 percent discount, campus bookstores usually get around 20 percent to 25 percent taken off the cover price of the book because there's less risk for them.

"They don't have to do much marketing," explained Kim Maselli, associate director of Northwestern University Press. "They've got a professor who's saying, 'I'm going to send you 25 people who are basically being forced to buy this book.' They kind of have a captive audience."

The rest of the book's cost goes to the publisher. Royalties to the author are usually about 6 percent. Production costs such as printing, binding and materials account for about 20 percent, and the rest goes to pay staff, bills and rent, Maselli said. University presses usually break even, and most are not-for-profit, Kasper said.

Bookstores don't report much profit either. The National Association of College Stores reports that pre-tax profits for university book stores average 3.9 percent of the cost of the book.

"Textbooks is not a money-making center for us," said Lucian Deaton, manager of Student Book Exchange. Bookstores have to pay for the shipping costs of the books, usually between 5 and 8 percent of the stores' discount. Selling sweatshirts, notebooks and university paraphernalia helps keep the store in business, Deaton said.

Feeling Used?

Used books are the biggest point of contention in the book industry. Students love them. Bookstores love them. Publishers hate them with a passion.

"We lost a lot of our sales when students sell back books," Kasper said. "The publishing community doesn't like it because it doesn't encourage people to keep books or build a library." Publishers also don't like it because not only do they not make money from the sale of used books, but it also drives

up their production prices. If used books stay on the market, there's less need to print new books. When fewer new books are needed, the printing runs are smaller, which raises the price of producing each book.

"If the demand is only 150 new copies of a book a year, then it's going to be more expensive to print," Kasper said. "These small runs drive up our prices."

Students, however, are always on the lookout for used books. And bookstores are too.

Student Book Exchange at Northwestern employs one person full time to search for used books through national wholesalers and to categorize used books in the store. The employee is worth it to the store because its profit on used books is about 30 percent of the sale price, rather than the 20 to 25 percent profit on new books.

"We do a little better with used books," Deaton said. "If it was left up to us, every book we stocked would be used." Deaton said professors often call in to check on the availability of used books for their students before they choose texts for a class. "I see them shopping around for used books saying, 'How much used copies of this book can you get compared to how many used copies of that book?'" Deaton said. As much as he would like to stock only used books, constantly produced new editions of texts make it impossible. And the sticky situation of a publisher selling new books to the very bookstore that's forcing prices up by stocking used books makes the industry convoluted.

"It's not easy," Kasper said. "This is a fairly complicated picture."

Course Packs And Other Threats:

Along with used books, more

professors have turned to course packets. But copyright costs and copying charges sometimes make them at least as expensive as books. "I use (packets) as much as I can, but the problem is that that's gotten expensive, too," said NU history professor Henry Binford.

When Binford wanted last year to use a section of an out-of-print book in one of his course packets, the copyright costs totaled more than the cost of the original book, he said. He ended up not including that section.

Even though publishers get the copyright fees for course packets, books sales in the last 10 years have dropped, Maselli said. Along with packets, electronic-reserves are even more threatening to publishers because no copyright fees are paid when a professor puts a text on the World Wide Web for students to use.

"That's something we're watching," Maselli said. "Course packets tend to take away from book sales, and now electronic reserves are taking away from packets. For a big publisher, it's probably a ton of money if they're not getting this course packet income. Copyright fees are probably 1 or 2 percent of our total sales, but for a different type of publisher, it may be 10 to 15 percent. That makes a dent."

The Costs Remain The Same

The fortunate few spend less than \$200 a quarter on books. Many will spend up to \$300 a quarter, and some spend more.

"Since I take science classes, I could easily spend \$600 a quarter," said NU senior Patrick Lee, who with three other students started YUPONline, an Internet site for NU students selling used books. "It's hard on students because we have to spend so much money all the time."

Track Team Qualifies for Nationals

Jonathan Heller

Houghton College's track team wrapped up a very successful indoor season with a meet at Cornell last weekend. The team left its mark this season and established four new school records for the women and seven for the men.

Team captain Krista Ruth made an outstanding performance in the 3000M at the Cornell meet. She broke her own school record and placed third in a time of 10:18.

Coach Bob Smalley also said that standout freshman, Kevin Baker, set school records in the

200M and 55M.

Overall it was a very successful season, and this will be the third straight year that Houghton has sent a team to nationals. Houghton will send two distance medley relay teams and several individual students to the national meet in Lincoln, Neb., (Feb. 26 - Mar. 1).

The distance medley is a 4-person relay where the athletes run legs of 400, 800, 1200, and 1600 meters. Jon Stiansen, 400M; Marshall Merriam, 800M; Jason Wiens, 1200M; and Brent Wright, 1600M will

run in the men's relay, and Kristel Davis, 400M; Heather Ayers, 800M; Kim Wellington, 1200M; and Krista Ruth, 1600M will run for the women.

Smalley said that he also plans to send Patrick Weaver and Lynda Jones to run the 600 meters.

The nationals will mark the end of the indoor season, but the outdoor season will begin right after Easter break. Coach Smalley is looking forward to more successful meets to round out the track and field season.

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Holiday Reading Prompts ?'s About "University"

Dale Martin (Duke University Prof.)

Over the break I read John Henry Newman's "The Idea of a University" (which I gloss as "The very idea of a University!"). Newman was the most famous convert to Catholicism in the 19th century. (Makes you wonder who might earn that distinction for the 20th-as if anybody cared.)

Apparently the Church of England, even at staid Oxbridge, was not conservative enough for him. So he went over to the Romans, causing a great scandal among the English elite.

I'm usually in favor of scandalizing the English elite. But jumping from the Protestant frying pan into the Catholic fire wouldn't have been my favorite way of doing it. After all, the 19th century was the time when the Vatican was vigorously promoting papal infallibility, which was, just as biblical inerrancy was for conservative Protestants, a way of holding the line against the Enlightenment, modernism and the vagaries of democracy. And though there's lots about the Enlightenment to dislike, papal infallibility and biblical inerrancy have proved to be two of the worst ways to deal with it. So John Henry Newman is no hero for me.

The book, though, did spark

some thinking. Not about Newman's own essays—they were predictably arrogant and repetitive—but about what might be today's answers to Newman's question, "What is the purpose of a university?" In fact, the more interesting question is whether that is even a sensible question to ask today. It may strike my readers as odd that I would question the question. According to basic American assumptions (or, the same thing, capitalist ideology), everything must defend itself by criteria of utilitarianism. If we can't identify what universities are for, we might as well do away with them.

But the question seems to me like a hangover from a previous era, a time when it made sense (as it did to Newman) to call something a "university" because it was to address "universal knowledge." This was also the time when it seemed reasonable—indeed imperative—to write big books intended to contain all knowledge and call them "encyclopedias." If anyone ever did believe those goals were possible, no one does now.

So Newman's notion of the universality of a university looks quaint to us. And surely most of us would have different

answers than Newman. He argued that universities should admit "all knowledge" as their subject so he could include theology in the curriculum—as the reigning discipline. And he wasn't just talking about the study of religion, but the use of theology in the formation of young minds. Newman's reason for the existence of universities was to form the proper "gentleman," the young man molded to help run the Victorian Empire. Most of us—even Christians—would not have the same goals for the university. Nor would we believe that compulsory training in Christian doctrine would accomplish our goals.

But I'm more interested in whether or not the question itself—the purpose of the university—is meaningful today. I have no idea how most people would answer it. Although professors talk to one another about significant topics far too little, we do so occasionally. But we almost never talk to students unless we are lecturing to them. And the students we do talk with are almost always our students. That is, we are grading them, so we never really know what they would say were we not grading them.

Many of us pros find ourselves wandering around campus bemused and mumbling, "What are those things called undergraduates?" We have less trouble with grad students. They are, after all, like us: grouchy independent, quaintly ambitious, neurotic, simultaneously insecure and arrogant, and socially inept. But the others? The real denizens of the Gothic Wonderland? Those glowing points of youth who appear actually to understand what "Gothic Wonderland" means? They are an enigma.

Given the great ontological gap between faculty and students, it would probably be interesting for us to articulate our assumptions about "the purpose of a university."

Newman believed that the university was not the place for research, but for teaching, for dispensing the results of research. Judging by what I read in the letters to *The Chronicle*, that may be its main purpose in the minds of undergraduates. Many faculty members would balk at that proposal, myself included. Anyway, it might be fun to collocate the different opinions, even if for no other reason than to record our lack of agreement here at the lovely end of modernity.

Kathie's Cooking Corner

Kathie Brenneman

If you missed Danielle Frink's recital, you not only missed a wonderful musical evening, but Mrs. Falco's Mexican Cheese dip. Everyone seemed to enjoy this recipe which Danielle's mom has graciously shared with us. It's easy and very habit-forming.

Spread 1 8 oz package of cream cheese in the bottom of a pie pan or small casserole dish. Then layer with the following ingredients:

1 sm. can chopped green chilies
1 onion, chopped
1 can Hormel chili with beans

1 8 oz bag shredded cheddar cheese or Mexican cheese blend

Heat in oven (400) or microwave until bubbly. Serve hot with tortilla chips.

Another wonderful recipe is one we have for hot fudge sauce. It's called 1-2-3 sauce and for a good reason:

3 squares unsweetened chocolate
2 cups sugar
1 can evaporated milk

Melt the chocolate (in the microwave transfer it to a pan) and don't taste -- unsweetened is BITTER! Add 2 cups of sugar gradually. Stir and then add the can of milk. Cook over medium heat, stirring until the sauce comes to a boil. Cook 5 minutes or so until it thickens slightly. Add a lump of butter and a 1/2 teaspoon vanilla if you want. Serve over ice cream. Refrigerate any leftovers.

Bon appetite!

Seniors Triumph on Winter Weekend

Doug Burns

For three years the gold medal of Winter Weekend has slipped from the class of 1997's grasp. With the past two years swept away by the competitive Junior class, the light of hope was quickly dimming.

Both juniors and seniors began the weekend with important wins in men's basketball, granting them positions in the final event on Saturday. Wednesday was a big day for the seniors as they surged forward in events such as chess, euchre, and women's ping pong. But the race had not been won. As the sun rose on Saturday morning the competition was looking very tight. The deciding event landed on the shoulders of the junior/senior men's basketball game. The seniors needed this important win and with their last chance they stepped up to the giant task.

The first half was dominated by the seniors. Even though the game had taken a bad turn for the juniors, they would not allow it to detract from the job at hand. The second half belonged to the juniors as they made a quick run, closing the score down to eight, but after running low on steam, they were conquered. The large trophy was presented at the Saturday night Spot to an ecstatic senior class.

Competitions were, however, not the only source of ex-



A Jazz band plays the blues at Big Al's Grand Opening during Winter Weekend. (photo by Rhett Stuart)

citement during this week. On Thursday night, the long awaited, renovated Big Al's opened for business. The grand opening provided all students with free food and drink and was served by Houghton faculty donning green aprons and wooden serving platters. The night could not be complete without the Winter Weekend movie. As a part of this year's theme, "Outer Space," students viewed Apollo 13.

On Friday night, the place to be was the Coffee House, themed "The Planet Party." The huge success was due partly to the Pennsylvania based band, Bob, as they performed for a crowded room of students gorging themselves on gourmet desserts from the Cafe Marquis in Olean.

Saturday was the big night for the men of Houghton as the Sadie Hawkins dinner, otherwise known as the "Intergalac-

tic Gala," bestowed women with a special question to ask. Music by Kristin Edwards, Jeff Klino, Ben Coy, Rob Boardman, and Will Couch filled the decorated room as overactive smoke machines pumped a haze through flashing colored lights.

The final attraction of Houghton's Winter Weekend was the popular Spot. Hosted by TownHouse 8 Productions, this year's Spot combined the talents of Houghton favorites, Dan Lehning and Mark VanderHaar, with a long list of musical talents and humorous performers.

Even though the junior class dropped the top position of Winter Weekend to the class of 1997, they are determined to pick it up next year. The festivities were exciting as always and will surely be anticipated by all participants in 1998.

New Latin Club Visits Buffalo

Michelle Wingfield

On Feb. 7, Houghton's newly formed Latin Club went to The Towne, a Mediterranean Restaurant in Buffalo.

The club's trip to The Towne was so popular that they are planning to go again later this semester and anyone is welcome. "The Latin Club is not just for people in Latin classes," says Erin Warren, the club's vice president, "It was formed to make people more aware of the Latin influence in American culture and other societies."

Erin worked with President Clinton Crowder and faculty advisor Dr. Richard Gould, to form the Latin Club last semester. The club's first official activity was caroling with the French and Spanish clubs in December. Since then, they have met to make pastries, sing, and share interesting trivia on Latin. Besides the upcoming trip to Buffalo, the club is considering visiting museums, and sponsoring an activity on campus. If you're interested in joining the club, call Erin at 5024.

Amazing Savings

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Sports Shorts

John Bauda

Chicago Bulls forward Dennis Rodman returned from his recent suspension of 11 games by the NBA for kicking a cameraman in the leg. First Dennis headbutts a referee, now kicks a cameraman; When is he going to learn to put the best interest of the team and his teammates above his cross-dressing, hair coloring, and fingernail painting? After all, the Bulls don't pay him to go see a tattoo artist everyday; they pay him to rebound, score, and to behave like a professional athlete.

There have been a record nine coaching changes in the NFL this season. Just to name a few moves, Bill Parcells ditched New England to coach the lowly New York Jets, while the New Orleans Saints picked up former commentator and Chicago Bears coach Mike Ditka. Dan Reeves moved from the New York Giants to Atlanta, and Dick Vermeil enters the St. Louis Rams organization. The Giants, Lions, Raiders, Chargers, and Patriots also have new head coaches.

For all you soccer fans out there, the 1997 Major League Soccer season kicks off on March 22, when the New York/New Jersey Metrostars, led by new Brazilian Coach Carlos Alberto Perreira, who guided Brazil to the 1994 World Cup

Finals, take on the San Jose Clash, who are led by 1996 Honda United States Player of the Year Eric Wynalda. It should be another competitive season but no favorite stands out of the ten team league. The D.C. United are the MLS defending Champions.

Jim Kelly, 36, quarterback for the Buffalo Bills, retired last month after 11 seasons in the National Football League. He led the Bills to four consecutive AFC Championships and Super Bowl appearances. He retires after his poorest season in his career, throwing 16 interceptions and only 9 touchdowns. He is the Bills all-time leader in passing yards, completions, passing touchdowns, and holds many other individual game records. He is probably best known for not winning a Super Bowl in four tries, but was the toughest and most competitive quarterback this league has seen in years. He is the first of the quarterbacks in the class of 1984 to hang up the pads.

For all you rednecks and auto racing enthusiasts, Jeff Gordon is on a roll. At age 25, he became the youngest driver ever to win the Daytona 500 just a few weeks ago. Just to prove that win was not a fluke, the next week Gordon repeated his strong showing by holding off Dale Jarrett to capture the

Goodwrench 500, his second victory in two major races to start the Nascar season. Thumbs up to Jeff.

Shaquille O'Neal finally knows what it's like to be normal height as he is carted around in a wheelchair having strained a ligament in his right knee. He is expected to be out for about six to seven weeks, returning just in time for the playoffs.

The Pittsburgh Steelers. What are they doing? Jeff Hostetler? The Steelers look like they have some problems to deal with, including the departures of Chad Brown and Willie Williams to Seattle as the result of free agency, along with the possible interest of Rod Woodson to continue his football career in another city. Why are they attempting to sign Jeff Hostetler? He is an unproven quarterback veteran who is not even good enough to show his white milk moustache in magazines. He can't play in big games for his life either. The Steelers are going to have some big holes to fill on offense and on defense. Perhaps the only smart thing that the Steelers have had the brains to do is resign Jerome Bettis. Bill Cowher has a lot of work to do to keep his team an AFC contender.

What's up with this retirement thing? Either you are retired or you are not. Boxer Sugar Ray Leonard recently came out of his fourth retirement to fight Hector "Macho" Cumacho, only to get rocked in ten rounds. Okay Sugar, don't you think it's time to retire for good? No Sugar, not for a few years, but for good. Listen Sugar, George Foreman came out of retirement, but he actually won. I think it's time to throw in the towel. Mike Ramsey recently came out of retirement to join his former team, the Detroit Red Wings, because of the team's desperate need to build up their defense. I won't even remind you about Magic Johnson.

The "Great One", Wayne Gretzky, is having one of the worst seasons in his career. He leads the league in assists with 63, but he has scored only one goal in the last 23 games. He may be held for under 15 goals for the first time in his career. Sorry Rangers, but you burned a hole in your wallet with this one. The "Great One" may not be so great anymore.

This is definitely a shocker. The Buffalo Sabres (yes, the Buffalo Sabres) are in first place in the Northeast division with a comfortable lead over Pittsburgh. The Sabres are on a hot streak, losing only one game in their last thirteen. The Devils

are another hot team, going unbeaten in their last fifteen games. The other division powerhouse include the Flyers, Stars, and Avalanche in their respective divisions.

I feel bad for hockey veteran Ray Bourque of the Boston Bruins. Are they ever going to win a Stanley Cup Championship with him playing? Not likely! The way things are going, I would not be surprised to see him ask to be traded to a Stanley Cup contender. Boston is dead last in the Northeastern Conference, and they are not likely to make the playoffs. Too bad for the Bruins and poor old Ray.

I'm sorry, I don't know too much about baseball, nor do I care. I'm sure you will love to hear that "spit man" Roberto Alomar is returning to the Orioles and is gearing that saliva up for another season with no fans and empty stands. I must admit that I have never seen a full baseball game and most likely never will. I apologize baseball fans, but I'll let Peter Gammons keep you up to date on the "exciting" American pastime.

Sports Quote of the Month: "People just don't care too much about normal people."

-Chicago White Sox slugger Frank Thomas on why Albert Belle will be a good draw in the Windy City.

The Job Hunter: How to Reach Your Future Employer

Brian Krueger CPS

In a job interview, you expect to be asked plenty of questions about your experience and future plans. But most employers also are interested in whether you can tell them a little about what they do, too. By doing employer research, you can set yourself apart.

Sadly, most college students know little if anything about the employer they are contacting or even interviewing with. When I interview a job candidate, the quickest showstopper can come when I ask (whether on the phone or in person), "What do you know about our company?" If you haven't even taken the time to do this basic research, why should I commit a segment of my busy day to speaking with you? Unfortunately, few are able to respond with even the basics. Strike one. Fewer still are able to articulate any information specific to our company. Strike two.

But it doesn't have to be that way. Employer information, even detailed information, is usually available for the price of some simple digging. It's out there waiting for you to dis-

cover it and bring it to the surface.

The source location for this information can be found (in order of ease of access): at your campus career placement office, campus library, public library, or obtained by contacting the company directly.

There is one source of employer information that is usually easily obtainable and unsurpassed in value: the annual report. Why? Because the annual report contains that marvelous insider report known as the "Letter to the Shareholders" that is written by the president or CEO, which catalogues not only the history of the past year, but even more important, the corporate vision for the future.

That's where you'll find all the insider information on what is important to the company; information on what the managers are focused on for the coming year; and all of the "hot buttons" that you can push in getting the interview and getting the job.

You might rightly ask: "Why do you call it insider information? It's available to

the public, right?" Right. It's available to the public.

But most people only look at an annual report if they are interested in stock ownership of the company, not if they are interested in the company as a potential employer. Want to truly impress me? Study and understand our company via our annual report. You can gain access to most annual reports by calling the company directly and asking for its Shareholder Services department. Then ask that a copy of the most recent annual report to be sent to you.

Another excellent source of company information is any specific recruitment literature that may be available. This source of information goes by a variety of names, but is typically titled

"Employment Opportunities with . . ." or something similar. Often this information is geared directly toward the entry-level job market and lists the entry-level jobs available and corresponding departments (or business units). The best source for this information is your Campus Career

Placement office, although many libraries also have extensive employer information files. If not available in those locations, contact the company directly, ask for the Human Resources department, explain that you are planning to interview with them in the near future and request that they please send any appropriate company literature direct to you.

Although the above noted information can provide you with very detailed information, it is usually only available from larger companies. Yet nearly every size organization has a third type of information that can also greatly enhance your job search marketing information. This is one type of information that will not usually be available through public access, so it typically requires a direct call to the company. Ask to be connected to the Marketing Department, then ask if they would please send out some general marketing information on their company to you. This could be in the form of general company information or specific product information. Most companies are happy to oblige.

Do your best to become familiar with the company's position within the marketplace and how they position themselves with their customers. Get to know what they really "do for a living" and what your potential role could be within that greater company purpose.

Ironically, most students don't attempt to access any of the above information until after their first on-campus interview. But if you are serious about your job search, do your best to acquire the information before you make contact with the employer or its representatives. It is those who are well-informed from the start who consistently are given the opportunity for the company-site interviews and eventual job offers.

Job search is a two-way street. Don't just go begging for any job. Doing detailed research on each potential employer will assist you in better understanding which companies you may have an interest in working for. And it will give you the ammunition you need to be successful in eventually landing a job offer from the employer of your choice.