

THE HOUGHTON STAR



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THE HOUGHTON STAR

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Mobs Motivate to Mayterm Mayhem

by Brad Wilber

The end of the first semester is just a few short weeks away, to be sure, but at Houghton, the educational process never stops with the arrival of May. In fact, May is the beginning of a whole new set of learning opportunities for Houghton students. This year's Mayterm offers a wide range of classes and activities, and we should all carefully consider enrolling in a Mayterm course.

The Mayterm experience is enriching for many reasons. Many students feel that it is a welcome academic "change of pace." They take just one course at a time, so they can focus their concentration on that area. Many use Mayterm as a chance to take a difficult class with which they might struggle during the multiple preparations of the regular semester. Because the Mayterm session features smaller classes and stresses innovation and flexibility in course content, students can enjoy a relaxed atmosphere and informal interaction with others. On top of all that, everyone who enrolls in Mayterm is treated to Houghton's sunny spring weather.

The majority of classes are held in the Stephen W. Paine Science and Mathematics Center, which is completely air-conditioned. Mayterm classes meet from 8:00-9:15am or from 9:30-10:45am Monday through Friday. There will also be chapel services on Tuesdays and Thursdays.

Mayterm costs include \$194.00 for tuition per credit hour, \$55.00 for dining hall board, and varying fees for housing. All students completing their freshman year are required to remain in East Hall or Shenawana residence facilities, while others may live in dorms, college-owned houses, or college approved housing.

The Mayterm session offers courses that cater to a variety of interests and specializations that range from general education requirements to special topics. One can take classes in foreign languages here at Houghton - namely Greek, Spanish, and French - or experience different cultures firsthand by traveling overseas. This May, Professor Jean-Louis Roederer is taking a group of students to Paris. If English-Communications is your cup of tea, courses in literature, periodical editing, writing workshops, and television production are available. You can explore the psychological field with courses in drugs and behavior, theories of counseling, and adolescent psychology. You can learn more about your body and nature with recreation, nutrition, sports medicine, and environmental stewardship courses. Offered Bible courses include studies of Daniel-Revelation, Life of Christ, and Acts. You can also continue training in art and music, especially if you sign up for a splendid tour of the cultural hotspots of New York City with Dr. Bruce Brown's Masterworks Mayterm.

Thus, the Houghton Mayterm session promises special educational and social benefits. If you are interested in a more detailed explanation of Mayterm course, pick up the *Mayterm and Summer Sessions 1988* booklet at the Registrar's office. Also, pay attention to the notice you received through intracampus mail last week which reminded you to see your advisor about completing a Mayterm-Summer Sessions confirmation form. You must fill out this form whether you plan to stay for Mayterm or not. Make your decision carefully, if you leave Houghton on May 4th, you could miss out on a great experience.

Michigan's Most Marvelous Moraine

Au Sable Institute of Environmental Studies is found in the beautiful northwoods country of Michigan's Lower Peninsula, about 80 miles southwest of the Straits of Mackinac and 40 miles east of Traverse City. Its location on a clear, deep lake amidst a mature stand of pine and aspen is representative of the surrounding landscape, with ready access to diverse land and water resources, such as bogs, perched dunes, and the infamous Port Huron Moraine.

Au Sable Institute is a multi-purpose organization that serves as a Christian field station, an environmental education center for 3000 K-12 students per year, and a teaching institution offering college level biology courses such as fish biology and ecology, ornithology, and natural history.

All of these programs emphasize environmental stewardship. The Au Sable programs provide educate students to be knowledgeable caretakers of the environment. The Au Sable philosophy is based on the belief that as humans we are uniquely responsible for maintaining and protecting the world in which we are a part.

Fine examples of the Great Lakes pine forest community, a small bog, meadows, and northern hardwood stands occur on site. Many significant natural areas for teaching, research and recreation are found nearby such as Sleeping Bear Dunes, Hartwick Pines, Grass River Natural Area, and Skegemog Lake Wildlife Area. Because most of the classes offered at Au Sable are field courses, these nature preserves are ideal for study purposes.

In addition to offering courses that provide field experience, vocational certificates for water resources, land resources, environmental analyst, and naturalist are available to those who have completed the required courses and demonstrated proficiency in specific techniques, in addition to their baccalaureate degree.

Au Sable Institute offers Mayterm, Session I, and Session II. If you're looking for a course in experiential biology then Au Sable is the place for you!

(Almost) Everyone's Educational Edicts

The following are summaries of the present Presidential candidates positions on issues related to education. Candidates Dole and Gore are omitted only because information on them was not available.

Bush

Bush proposes a savings bond that would be modeled after the US savings bond, except that interest on this bond would be tax free if applied to college tuition. He would continue work-study programs and continue funding for low-income students. He would strengthen debt collection processes to assure student loan repayment by those who are fully capable. He would expand an income-contingent loan program which adjusts payments annually to fit within the income of graduates after college.

Robertson

Robertson supports low interest student loans, although he would like to see them administered in a way that maximizes the rate of payback. At the same time, he'd like to see a more vigorous program of educational scholarships and grants funded through the private sector, as well as broader involvement by community organizations. He believes that colleges should be subject to the discipline of the marketplace, with administrators taking greater responsibility for their own colleges. He is, however, very educationally oriented, and would like to provide various asset incentives to people to encourage greater private saving for purposes such as higher education. He is in favor of tuition tax credits for parochial schools.

Dukakis

Dukakis would establish a College Opportunity Fund which would allow parents and grandparents to set aside money in special interest bearing trusts which guarantee the tuition at participating schools. He will work with the states to develop tuition free payment plans. The governor is committed to the principle that any youngster that completes high school, is qualified to do college work, and is accepted to college should never be denied the opportunity just because of financial needs. He wants to develop an Education Investment Fund which will allow students to repay their student loans through payroll withholding. Once established, this fund will be a simple, self-supporting, self-enforceable alternative to existing student loan programs. He does not favor tuition tax credits.

Gephardt

Gephardt would create an Individual Development in Education Account. This would enable parents to establish educational savings accounts for their children, with the federal government providing matching funds based on a formula tied to family income. It would be similar in concept to the IRA account. Presumably it would be taxable, but there would be some tax advantage to it. For students already in college, Congressman Gephardt favors improving the student loan programs and the Pell Grant programs to insure that qualified students are not denied a college education because they do not have the financial means to attend. He believes that enabling students to attend college is central

to equality of opportunity. He does not favor tuition tax credits. He believes we should concentrate on public schools as the most important educational goal.

Jackson

He would absolutely restore the student loan program. Education has always been his number one issue. He's been the most vocal candidate in terms of restoring Pell Grants and loans, and believes that the federal government should double the education budget. He operates on the premise that we need as much funding as necessary to make education an opportunity for everyone who desires to have it. He is not in favor of tuition tax credits, but he is in favor of using private funds to allow disadvantaged students to attend superior private schools.

Simon

Mr. Simon believes that for higher education, you don't have to create any new programs, you just have to provide funding for the present student loans program. He favors grants as opposed to loans because the extremely low rate of payback makes them more trouble than they're worth. Simon voted against the tax reform bill because he thought it would remove incentive for any kind of personal savings, especially savings for education. Simon opposes tuition tax credits for private schools. He feels it would weaken the public education system. He has sponsored the Education for All Handicapped Children Act, which provided guarantees of education for handicapped children.

Tres Chic

Cheap Dates for Cheap Skates

by Julie Beth Siemens

Dating is always in fashion, and judging from the sudden outbreak of new couples on campus, it's on everybody's "things-to-do" list. Well, just in time, here are some creative and cheap dates for those "couples on a budget!"

- 1) Visit the nearest airport terminal and watch people. Try to decide from their appearances where they've been or where they're going. Plan an imaginary dream trip anywhere in the world; check airline schedules for times and costs.
- 2) Go on a picnic! Go to the "Mobil Mall" and pick up a few things to munch on and take off to the woods or to someone's room for open house.
- 3) Spend an open house night in the kitchen. Bake a batch of chocolate chip cookies and feed each other while they're still warm. Don't forget the milk! After you've pigged out, get back to work and bake another dozen or so for your favorite faculty or community member.
- 4) Buy a roll of film for your camera and head outdoors. Take turns behind the lens. (If you ever forget the date, you can refresh your memory with the photos. Plus, it's one of those things that it will be fun for kids and grandkids to find in an attic someday—whether you marry the person in the photos with you or not—especially if you don't!!!)
- 5) Spread a blanket on top of a hill with a pretty view. Give yourselves an hour to write a poem for each other. The words don't have to rhyme. If you don't think you can write a poem give it a chance anyway—you might surprise yourself.
- 6) Check a couple of joke books out of the library and take turns reading corny one-liners to each other. A good laugh is free!!!

Dear Diary...

Pam Bigham kept an eye on Chicago for us during the Women's Tournament. At last report, it was still there.

Tuesday, March 8

A little bit of a disappointment. We were supposed to practice at Notre Dame, but instead we got Bowling Green. Still, it's a nice place, and emotions are high.

Wednesday, March 9

Arrived at Trinity Christian—the site of the tournament—and had a fantastic banquet with the other schools. The food was even better than Houghton's.

Thursday, March 10

We got stomped on by Huntington College. I think they shot about 99.46% from the floor and beat us by about forty (I'm still in shock and can't remember the exact score). This being our first year, we had a small case of "National Tournaphobia" (tournament jitters). It was their fifth consecutive year at the tournament. We played better than the scoreboard showed.

Friday, March 11

Did Chicago. Great fun. Cool place. Bigger than Houghton.

Chicago has a "Rock & Roll McDonalds." There are life-size statues of The Beatles, a '57 Chevy that delivers (the Mac Mobile), and lots of other stuff. We went to the Sears Tower and soared 105 floors in 70 seconds. Even I did it (I hate elevators).

The game was fun, too. We played Jacki's *alma mater*, Bartlesville Wesleyan, laughed with the other team at the refs, and won. A definite good time. Later, we had Chicago-style pizza with the other teams.

Saturday, March 12

I woke up early and turned on Jaws. It wasn't very scary (I closed my eyes during the gross parts). Later, we watched parts of Rocky IV to get psyched for our game. It must have worked pretty well, because we played awesomely. Unfortunately, we were playing Trinity, the home team—they had the crowd AND the refs. So we lost by five.

Sunday, March 13

Joy.

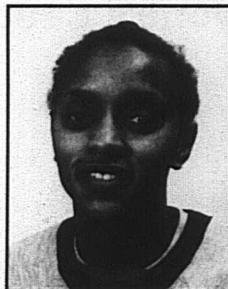
Eleven straight hours in the vans.

The women finished the year at 18-6, ranked sixth in their division. Congratulations are most definitely in order—George.

Sports



Jodi Carlson



Ndunge Kitti



Shannon Martin

Three starters are returning to our women's basketball team next year. Yes, the future is bright.

But three players are graduating, and their loss transcends the basketball court. They have achieved not only as athletes, but as caring people; we will remember them fondly.

Although Jodi has much to be proud of in the area of basketball, she is not one to talk about it. I've been friends with Jodi for about six years, yet when she scored her 1500th point she never told me; I found out much later from another friend... Jodi is concerned about people. Since I have known her, she has always stood out in my mind as one of those people who knows everyone and is a friend to everyone. She is always ready with a greeting and a smile. I sure hope Glenn knows what he's getting. —Howard (Cuz) Johnson

I think of Ndunge as being everyone's friend. She is always ready to smile and greet everyone she meets.

She has a heart for others and is constantly thinking about their feelings and needs. In my friendship with Ndunge, I've come to appreciate her as someone I can joke and laugh with as well as someone with whom I can talk seriously. My family has also been enriched by the opportunities of having Ndunge home for Christmas. As she leaves Houghton this spring, I know I and many others on this campus will miss her.

—Jacki Carlson

Perhaps because she has so many years more experience to draw on than the rest of us, Shannon is always telling funny stories—like the time she got the bumblebee caught in her hair. Behind the comical exterior, Shannon is a thoughtful, caring Christian whose loyalty to her friends is complete. I will always remember her for her honesty, both in dealing with others and owning up to her own mistakes. I know I will miss her, for she is more than my friend. —Michelle Morris

Fuller Fails to Forget

by Kevin Fuller

The Olympic games have taken place just five times during my short lifespan, and I can vaguely remember a few select highpoints from three of them. The memory of a young Ray Leonard throwing his hands up in victory after winning the gold in Montreal still makes me cheer. I had no idea what speed skating was until Eric Heiden surprised the world with five gold medals at Lake Placid in 1980. I still haven't figured out why Mary Lou Retton smiled so much, but she sure put on a show for us back in L.A. These moments serve as my reminder of America's dominance in recent Olympic games, and a lot of pride and enthusiasm is intertwined with these thoughts. Maybe success has spoiled me over the years, but America's unimpressive showing at Calgary is a memory I would just as soon forget.

Don't get me wrong. Our performance wasn't one to be ashamed of, for we did better than many countries could ever hope to. The disappointment which the U.S. feels today is a sign that this country is just not used to mediocrity (and yes, we were mediocre). It has been quite an adjustment for the U.S., after cleaning house in 1984, only to get cleaned in Calgary last month. Instead of providing stiff competition for the Soviet

Union and West Germany, we were forced to battle it out with powerhouses such as Italy, Norway, and even Liechtenstein. The entire U.S. Olympic team, with its mere six medals, was outdone by the West German luge team alone. In case you haven't noticed, something is amiss.

The U.S. Olympic Committee quickly attempted to salvage American integrity by starting an investigation of our less than satisfactory performance. Oh, the committee means well, but can New York Yankee owner George Steinbrenner really be expected to turn the Olympics around in four short years? George has been known to work wonders in the world of baseball, but unless he can trade a good left handed defenseman for a quality alpine, his job looks very bleak.

Despite all of the excuses and rationalizations we can provide for our performance (or lack of one), the fact still remains that the U.S. needs to spend more time and effort with our Olympic athletes rather than spending millions of dollars on touching beer commercials, or designing cuddly Olympic mascots. Hopefully, America can manage to get to its feet, and for the first time in quite a while, comprehend the true value of an Olympic medal.

Congratulations to:

- The Women's Basketball Team—6th in the NCCAA Div. I
- Dry Bones, winners of the Men's B League championship
- Randy Duttweiler, named to the NAIA District 18 All-Academic Team
- Tom Kirschner, named to the NAIA District 18 Second Team
- Geoff Stedman, named to the NAIA District 18 All-Academic Team



Little Lads Lament Lent

The angelic vocal sounds of boys and men filled Wesley Chapel as the St. Paul's Cathedral choir sang a breath-taking program of sacred music at 8pm on Friday, March 11. The choir opened with *Missa Secunda* by Hans Leo Hassler, which included the 4 part mass, *Kyrie eleison*, *Gloria in excelsis*, *Santus-Benedictus qui venit*, and *Agnus Dei*, sung unison acappella in the original Latin. Under the direction of Bruce Neswick, the organist-choirmaster at St. Paul's Cathedral in Buffalo, the 40 member choir of men and boys sang exquisitely. *Call to Remembrance*, the second piece, was also acappella, with a solo by one of the boys.

The next piece, *Missa Brevis Sancti Johannis De Deo*, by Franz Joseph Haydn, was another setting of the mass. Their interpretation of the *Sanctus-Benedictus qui venit* was crisp, clear, and concise. This was followed by *Hear my Prayer*, the last piece before intermission; it was longer and more repetitive, with music by Felix Mendelssohn and words by William Bartholomew. This piece was predominantly performed solo by the same boy soprano that sang in *Call to Remembrance*.

The last two pieces of the program were more modern, and the younger boys seemed to especially enjoy singing them. The first was the *Missa Brevis in D* by Benjamin Britten. The dissonance in this interpretation of the mass was haunting. This piece was sung with organ accompaniment. The boys, of course, successfully completely yet another version of the mass (this being the fourth of the evening).

The last piece was *Three Lenten Poems* (1965), by Daniel Pinkman. They were entitled: "On the Still Surviving Marks of Our Savior's Wounds," "Upon the Body of our Blessed Lord, Naked and Bloody," and "O Save us Then." "O Save us Then," taken from poetry by Richard Crashaw, was a stirring and powerful display of the choir's vocal force.

Woods Wowed

by Thomas Woods

Arsenic And Old Lace by Joseph Kesselring, was performed Thursday and Friday nights and Saturday as a matinee. The play was performed by the Houghton College English Expression Club and directed by Ms. Hilary Hashagen.

Arsenic is a play about the Brewsters, a criminally insane yet charming family that makes murder a fascinating hobby for themselves and an entertaining comedy for the audience. The Brewster's neighbors and local police force believe that except for Teddy "Roosevelt" Brewster, (Rand Bellavia) the family is as kind, sweet, gentle and generous as can be found in Brooklyn. Part of the action revolves around Mortimer Brewster, played by Rob Zarges, Jr, who is afraid to marry the preacher's (Gordon Kessler) daughter (Holly Keyes) for fear of producing an insane family of his own. In the end all is well, for Mortimer finds out that he is an adopted bastard.

The Expression Club performed well. Specific mention should be made of how the cast dealt with on-stage, unplanned mishaps. Friday night a chair broke under one of the cast members, adding to, not subtracting from the humor of the scene. An unbalanced vase on the top shelf of a book case landed, after extensive, unrehearsed juggling into the hands of Dave Mio Huth, who played the crazy but brilliant plastic surgeon, Dr. Einstein.

On a scale of one-to-ten, I give *Arsenic and And Old Lace* a ten.

Terry Trumpets Triumphantly Through Tragedy

by Melanie Dixon

On March 9 in Wesley Chapel, Terry Gordon gave his senior recital. He studies trumpet with Dr. McNeil.

The opening piece was *Concerto in E* for Trumpet. Sheila Schmidt played an expectant introduction on the piano; the trumpet was then added to the flowing first movement. The dynamics were used well, especially the contrast between loud and soft. Both instruments gave false endings which led back to the main theme. The second movement was slower, giving way to an almost dreamy mood. The third movement was a lively end to the piece. Terry played the section skillfully, each note clear in spite of the quick tempo.

A Buxtehude piece followed, accompanied by Dan Fortune on the organ. Terry didn't seem to know this piece as well as the first.

CUA CONCERT

by Dave Wheeler

Wesley Chapel resounded Saturday with the sounds of swirling guitar, driving percussion, kinetic keyboards, and the blistering bass and vocals of contemporary Christian artist Rick Cua as he and his band performed at his March 12 CAB-sponsored concert. Cua's band, a four piece unit with two backup singers, played an assortment of songs from his previous albums and his new unreleased "Can't Stand Too Tall."

Rick Cua and his band took their places on stage where they delivered two hours of polished garage rock (a phrase that would seem a contradiction to many, but it works for Cua & Co). From the opening chords of "Fight" to the closing "You're My Road," Cua kept his appreciative audience on their feet, clapping away. Cua and band performed many of his previous hits such as "Lemme At 'Em," "Don't Say Suicide," "House Calls," and many others, interspersing them with ambitious bass solos.

During a break, Cua talked about the ministry of Compassion International and encouraged participation.

Cua and band took the stage again, giving renditions of "Lemme At 'Em" and the title song from his new album "Can't Stand Too Tall." The band exited, then quickly returned in response to vivacious applause to play "Wear Your Colors" and "You're My Road." During the last song ("Road"), Cua invited the crowd to approach the stage, a display of the openness which characterized the man and his concert. "We're having a party!"

A second concerto was in a minor key, and gave a feeling of moodiness or impending tragedy. Several passages seemed more positive, then the music returned to the dark, quiet mood. Toward the end the trumpet seemed to call, and the music turned faster, as if more urgent. The ending seemed somewhat abrupt.

Amalgamatorium was an upbeat finale to the recital. Lee Schaarschmidt, on bass, and Mark Shiner, on drums, provided the rhythmic backdrop to the jazz piece. A duet between trumpet and trombone set the mood, then Gordon Kerr dropped out while Terry played a trumpet solo. They switched roles for a trombone solo by Gordon, then joined again for the remainder of the piece, ending in a sudden hush.

The recital contained a variety of moods and high quality talent, and was well worth attending.

On the Mark Separation of Church and State . . . From God

by Mark Home

"There is no alternative but that of theonomy and autonomy."
-Cornelius Van Til

When the word "government" is used today, it means something totally different from what it meant at the time our federal government was founded. In 1868, Webster's dictionary defined government primarily as "self-control."

The word "government" has not always been synonymous with "politics." In the Old Testament, Israel had multiple governments in contrast to the surrounding pagan nations. In Israel, church and state had separate domains of authority (An example of this are the contrasting duties of Moses and Aaron in Exodus 16:33-34, 29:1 ff and of Ezra and Nehemiah). The heathen countries had a ruler who was both priest and king, thus holding unlimited power.

Christians are taught by the Word of God that only Jesus holds unlimited authority (Dan. 13:14-15; Matt. 28:18-20) and therefore it is blasphemy for any human institution to claim such ultimate authority (Gen. 11:1-9; Judges 9:7-15; Acts 12:20-24). God demands that all aspects of our lives be surrendered to Jesus (II Cor. 10:2-5; Eph. 3:10-11). Thus, we must oppose the present concept of church and state that pervades our culture (i.e. separation of Christianity and state) and proclaim against it the Christian concept of legitimate governments (family, church and state) each with their own sphere of authority. Though Christians must oppose church over state (Catholic Europe during the middle ages) and state over church (the modern secular state), they cannot condone the separation of God from state or church.

But in order to bring all powers under Christ's will, we must have an objective revelation of His will for the powers to obey. In the case of the state, in this modern era we especially need a comprehensive law-code to proclaim as the standard of right and wrong. Otherwise we must concede that Jesus is *not* King of Kings but that the state is responsible to no one but itself. However, the Word of God contains a normative law-code for all people for all time. A large part of it is in Deuteronomy.

Jesus taught that the Law and the Prophets are to be obeyed (Matt. 5:17-20): every bit of them (Luke 16:17). We are saved from the curse of disobeying the Law, but this leads to our increased obedience to the Law (Rom. 3:31). If we do not obey God's Law we are sinning (I John 3:4) and are proving we do not love God (John 14:15; I John 5:3) or our neighbors (Rom. 13:8-10; Matt. 22:37-40). It is immoral for us to subtract from the Law (Matt. 22:23-24), or add to it (Matt. 15:1-2; Luke 14:1-6), or replace it with our own rules (Matt. 15:3-9; Col. 2:20-23). The Law alone is to be used to determine right from wrong in the New Testament age (I Tim. 5:17-19).

God's judgment of nations presupposes a standard that nations are supposed to meet. We are supposed to proclaim this message to (not just individuals but) all nations (Matt. 12:18-21, 28:18-20). Unless we obey God in this task we cannot expect nations to repent since they will have nothing to repent of. Thus they will continuously fluctuate between tyranny and anarchy. We must preach the whole revelation of God in Christ so that the proper place for state, church, and family authority can be understood and obeyed and God can be given His proper place over all earthly powers.

Welfare Weaknesses Warrant Worry

by Tim Marshall

Certainly one of the most talked about issues emanating from Capitol Hill in recent years has been that of the need to reform the federal welfare system. Most of us take the existence of the system for granted, assuming it to be one of the government's proper responsibilities to the less fortunate in our society. However, this assumption has only recently acquired validity. Not until the early twentieth century did the U.S. government begin aiding the economic situation of its poverty stricken citizens; the modern welfare state burgeoned as a result of FDR's New Deal legislation. The system grew until it acquired its present day characteristic of vast entitlement programs which have robbed many Americans of their self-dignity and motivation to work. Briefly, I would like to expand on several of the most harmful effects of the welfare system.

First, it creates a cycle of dependence. This can be seen in the name given to many welfare programs: entitlements. Many recipients develop the mindset that the society has dealt them an unfair break and to correct this injustice they are entitled to receive free benefits without feeling an obligation to work.

Second, there is an accompanying loss of one's self-dignity and pride in one's achievements that goes with not working and earning one's own living. This leads to a buildup of frustration and resentment towards the society that the victim feels has trapped him in his present circumstances.

Finally, the most damaging aspect of the system is that all of these problems and beliefs are inculcated in the children of welfare recipients. Children see their parents as role models and take many of their cues from them. They see their parents

collecting money and believe that they also become entitled to it. They fail to develop good work habits because their parents do not exhibit responsibility in this area. They cycle is passed on to the succeeding generation while the welfare system is not only perpetuated but grows larger.

Obviously the time has come to trim the system back. I am not advocating the elimination of all welfare programs. Certainly there are many Americans who, for whatever reason, are not able to work and deserve our support. The government has a responsibility not to turn its back on citizens who are truly needy. However, many who now receive welfare could be broken from this addiction. The wrong way so solve a problem is to mask the symptoms; we do not need to throw more money at the problem. We must attack it at its root, and this lies in breaking the cycle of dependency that is created in the children of welfare recipients before it begins. The money that is spent should be used to put children into programs where they develop good work habits and witness responsible role models. They must have a chance to compare and contrast two distinct ways of life and must possess the ability to make the choice between the two.

If the cycle can be broken in the children we will move a long way towards reducing the destructive personal effects of the welfare system. If, however, we treat it as an untouchable sacred cow then the chain of dependency will remain unbroken and the kettle of resentment and contempt between the haves and the have-nots of our nation will continue to boil, leaving future generations to face the ugly consequences of a possible eruption.

Efforts Effective

by Mark Shiner

Edner Dorsainville is free today.

A few weeks ago, Edner was in prison in Haiti. He was held without charge or trial and without contact with his family. He is currently in bad condition as a result of the treatment he received in prison. But Edner Dorsainville is a free man.

Some of you can probably remember coming down the stairs from the dining hall to be greeted by a few pushy people asking you to sign a petition. The petition protested the illegal imprisonment of a Haitian man working as president of the Unemployed Technicians Association. This man was being held without charge or trial and without contact with his family.

That man was Edner Dorsainville.

Several of your peers wrote letters to Haitian authorities protesting Edner's imprisonment. Four hundred of you signed our petitions. For this I am indeed grateful, and I want to thank all of you who have supported our efforts.

Some of you questioned the significance of your signature on the petition. What can signing a name to a piece of paper do to influence an oppressive government? What can writing a letter do?

The answer is simple. By writing a letter or signing a petition, you may save a life. While the release of one illegally imprisoned Haitian doesn't radically change history, it does provide life and freedom to one Haitian. That's really not a bad start.

Just ask Edner Dorsainville.

Shatter My Glass

Shatter My Glass, the vase that holds my heart.

Shatter My Glass, watch it fall apart.

Shatter My Glass, the pain is all around.

Shatter My Glass, I'll get over it somehow.

Shatter My Glass, I know you didn't want to hurt me.

Shatter My Glass, I hope you believe how much I still love you.

Shatter My Glass, we'll be friends forever, say its true.

Shatter My Glass, And if its true I'm glad to say.

Shattered no more,

the glass shall reform,

in its own special way.

by Jamie Lindsay

Pandora's Box

Live Free or Die!

by Giocchino Jack Urso

This week I was asked to contemplate the issue of the separation of Church and State. I have spent the better part of three years pondering this topic, and while I do not claim that my opinions are answers of any sort in dealing with this issue, I feel it necessary to put forth a warning against the integration of these two institutions. If Christianity becomes fully involved with the governing aspects of the state then all the hard won freedoms of our forefathers will be in peril.

Our country has guaranteed its citizens many freedoms, perhaps too many for a pluralist society, and those freedoms are the direct result of Enlightenment thinking and the history of the white man in North America. America was a refuge, in its early years, for the persecuted, the criminal and the adventurer looking to establish himself on the vast, open and free lands of the New World. Enlightenment thinking greatly influenced and charted the course of our Constitution and Declaration of Independence. Our forefathers were deists, not Christians (much less evangelicals). Jefferson's version of the New Testament is without a Resurrection of Christ. Franklin is documented as a sexually active man in the courts of France well into his sixties. Washington is said to have slept with his female black slaves (by at least one descendent of those slaves). Puts a new twist on "the Father of our Country," eh?

I am not slandering these great men, but merely attempting to point out that they were human; their ideas for the governing of this country were not based on the Bible, but on the secular philosophies of Europe. No one had yet attempted to run a government based *solely* on the Enlightenment concentration on *individual*, not state rights. These men sacrificed blood, death and oppression for the right to govern America the way they wanted. A bloody revolution was staged, and ultimately won, by our forefathers. Now a group of "Christian Reconstructionists" wish to have the government placed in their hands based on the sole reason that since only Christians can know the Truth (from the Bible and revelation), then only they should be running the government, supplanting constitutional rights with Biblical dictates.

I'm certain that many Russian Christians feel the same way, however. It was the Soviets who fought and died in the revolution, not the Christians. The Soviets won the right to rule their country any way they please. Right or wrong is irrelevant here. The

right to rule was paid for. Christ suggests that the rulers of the land are given their authority from above. Did you ever wonder how the Jews felt about that? Christ, in that statement, was supporting the Roman Rule. The same thing applies here. If that Scripture is true then the Soviets were given (or allowed) to rule by God. Furthermore, the Soviets fought for the right to rule. Christian Reconstructionists wish for the power to rule (and ultimately change the way our land is governed) on the basis of their argument of how much better they would be at it. I propose that if Christian Reconstructionists wish to rule the land and implement a new type of Constitution, or government, then they are going to have to fight and die for it, like everyone else.

A government based on the Bible is not going to be a great dispatcher of freedom. Gay Rights would be out the door quickly. Any type of Religion, except for Christianity, is going to have it's right for expression limited, if not persecuted. Forced prayer in school. A military with an open religious fervor (God is on my side). Movie, TV, radio, print and music censorship will no doubt happen. Perhaps we can follow Pat Robertson's suggestion and absolve the national debt every fifty years (wonder what that will do for the international economy). Only certain things will be allowed to be taught in our schools. I can even see the whole society now, like a dream. Only Christians will be able to have legal rights and to purchase, and to tell you're a Christian we'll stamp a code number in ultraviolet on you hand or forehead. . . Well, I'm getting a bit carried away, but the fear of a total integration of Church and State is a reality in 1988. This is not the middle ages where great white Christian noblemen can claim their authority from God and enforce their rule (and the dictates of the Church) throughout the land. This is the twentieth century, where few people believe in absolute authority or truth, and ideals die as easily as men.

Perhaps New Hampshire has best summed up the true American attitude lying deep within our phony, materialistic coverings, in their motto, "Live Free or Die." A people who fought for their freedom with those words on their lips will not soon give themselves over to elitist, cultish churchmen with no room for anyone else but themselves and their God.

Feature

Dangerous Dilemma: Day Discusses Deadly Decisions

by David Rynkowski
with Prof. W. Scott Harrop

I received a lot of criticism last October on Current Issues Day because the topic of Israel and the West Bank was said to have been an old issue that had lost its meaning. The student turnout was low, which signified a lack of interest in the topic. However, since December, interest in the Israeli occupied territories has been rejuvenated, as over eighty Palestinians have died at the hands of Israeli soldiers. The Reagan administration initiated a new peace plan and authorized Secretary of State George Schultz to shuttle between the Middle East capitals to seek support. The Reagan plan calls for Israel to give up the lands it conquered twenty-one years ago and to establish Palestinian home rule in those territories. The current Israeli Prime Minister opposes the peace plan and flew to Washington this week to confer with President Reagan on the issue.

The following is an interview with CID speaker Arthur Day, former American Ambassador to Jordan.

Do you think the present violence in the area is caused, as President Reagan suggested, from the outside?

I think it's primarily caused by the frustrations that have built up within the communities in the occupied territories, but you have to be a little careful, the outside he was referring to is still a part of the Palestinian community. There's a good deal of interaction between the communities within the occupied territories and the leadership outside.

What do you see as the role of the PLO?

I think their initial role was to be caught somewhat by surprise. I think that they were afraid, and are still to some extent afraid, that their leadership of the Palestinian community was threatened by this new force that has grown up suddenly within the occupied territories, and I think that they've been rustling around to put themselves at the head of this parade, and are, to some extent. I think that local leadership groups were in touch with the PLO and considered themselves to be, to some extent, representative of the PLO. I don't think there's any real gap or difference between the local leadership groups and the PLO.

What do you think the objectives of the people who are protesting are?

I don't think they really have what you'd call political objectives. I think that the protest is to show what they feel about how they've been

living all these years. They have a vague sense, I'm sure, that if they protest long enough and make life miserable enough for the Israelis, that can somehow be translated into a process of freeing themselves, but I don't think they have any program for doing that.

Since the protesters don't seem to have any leadership or objectives of a specific nature, who should the Israelis be negotiating with?

I don't think that these local groups have political leaders of a sort that they would see as being leaders to negotiate with. I think that in the last analysis whatever the Israelis are going to do about the occupied territories, they're going to have to negotiate with the Palestinians, and the Palestinians all pretty much insist that that means the PLO. The Israelis, if they really want to negotiate about the occupied territories will, at some point, have to negotiate with the PLO. Maybe they can refuse to negotiate with Arafat or specific PLO leaders, but the PLO as such—that's the only leadership there is on the other side.

Do you think that the presence of Western cameras and the media has contributed to or caused any of the violence?

I don't think it's caused it. I don't even really think it's contributed to it very much. I think that it's obvious from watching the TV news clips. In some cases the demonstrators really wouldn't have known that the cameras were there. On the other hand, some crowds obviously knew they were there, and they were making gestures for the cameras. But they didn't do it at first for the cameras because, of course, the cameras weren't there when they started. I think it's much too important a thing in their eyes. After all, you don't really go out and get killed just to have your picture taken doing it.

When you were here for CID, you seemed to be saying that the US was not in a position to help bring peace. Have you changed your mind since then?

Any peace move really has to have a local impetus. The US cannot, from this distance, bring the parties together if they do not want to negotiate. On the other hand, when there is something that has broken open the stalemate, it always both provides an opportunity for some positive interests, and threatens a slide into much worse violence. At that point, the US has an opportunity to move in and see if the parties have been sufficiently jolted by the events to be willing to do what they wouldn't do before. I don't think that

anyone expected to get negotiations to come right away. I think the important thing is that we're the only ones from the outside who can keep the idea of negotiation alive and get people thinking about it.

What do you think Jordan will do now?

Jordan's really in very much of a spot. I think that they're also concerned that the movement, the uprising, has really taken the Palestinian community completely out from under any influence that the Jordanians might have had and I think they weren't quite sure how. The people who are leading the uprising are very anti-Jordanian and say so. The king has to be very wary. If he attempts to move in and offer to negotiate on behalf of the Palestinians at all he's going to face the charge from the Palestinians and the Arabs in general that he's trying to sell them out after they've lost all these lives and had so much bloodshed. I think he will choose to simply to watch and wait.

Do you think that changes in the position of the American Jewish community are affecting the Israeli government at all?

The Israeli government has been concerned about the way the American Jewish community feels about it. I don't think the American Jewish community has the power to cause the Israeli government to do anything which it feels is wrong for Israel. All they can do is cause the Israelis to think hard about what they're doing and see if it's really necessary. If they think it is, they'll just do it. I think what the Israeli government has to do more than anything else is to open a very active propaganda campaign to try to sell its point of view.

Is there anything that you feel should be added to what you've said for purposes of clarification?

I think that the important point is that the uprising has shown the impermanence of the status quo. I said on Current Issues Day that the status quo does not represent a very good solution, but the better solution. The other outcome—it's getting rapidly to the point where that just isn't a very acceptable solution. There really isn't one. But still, the important factor is that almost all of the major leadership still feels that the compromises in position they have to make to take real steps toward peace are worse than the risks of their letting this uprising go on and not changing.

Publication Election Platforms



Boulder Business Manager Candidate : Heidi Jensen

Credentials:

Education:

Business Administration Major
Possible Accounting Minor
Business Fundamentals
Principles of Accounting I, II
Micro/Macro Economics
Personnel Management
Business Law I

Leadership Experience:

Boulder Photography Staff
YAO

Treasurer - Church Youth Group (84-85)

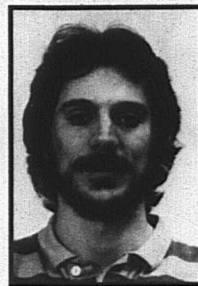
Business Experience:

Computer Programmer/Records Manager

Donald Vogel Lantern Editor Platform

Qualifications:

Copy Editor - *Boulder* 1988
Editorial Staff - *Lantern* 1988
Layout - *Boulder*
Layout - *Lantern*
Poetry published - *Lantern* 4 semesters
Leadership/Organization (Navy)

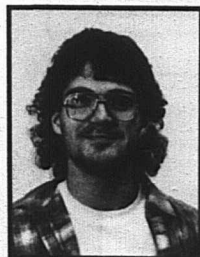


Last year in my platform as a candidate for *Lantern* Editor, I stated that the *Lantern* is "the students' publication, and as such, should reflect the best that the student body has to offer in literary ability." Well, I stand firm, I can't change the truth. Again I ask that I may represent you, the student, in coordinating the fruits of your creativity into the highest quality literary magazine possible. Yes, I am a writing major, but let that be seen as one of the tools I possess in serving you.

If you want to know the rest of my qualifications, check the list. I'd rather talk about ideas than myself. For one thing, poetry readings are a good idea that will be continued, hopefully incorporating more participation from non-English majors. Also, I've heard, and participated in, talk about a literary contest. If the funds are available, this idea will be made a reality. Of course with either idea, it is you the student who makes or breaks them, as Editor I will only be the coordinator.

Other ideas I've tossed around involve encouraging Principles of Writing and Advanced Composition, art, and photography students to vote the best of their class into the *Lantern*. The idea here is to encourage more underclassmen involvement, and to spread the word that, "Hey, there is a literary magazine on campus." Finally, depending on the new editor, I would like to work with the *Star* in publishing those pieces that don't make it into the *Lantern*. This means less rejections, more exposure, and a less opinionated newspaper.

I hope you agree with my ideas. This platform serves a dual purpose: in running for editor, and in sparking your interest in the *Lantern*. I figure if I fail in one, at least I'll succeed in the other.



Jedidiah McKee: Lantern Business Manager

I believe the *Lantern* should be representative of the entire student body. I plan to work closely with the editor to produce a *Lantern* which reflects the spirit and musings of the students of Houghton College. As Fine Arts Editor for the *Houghton Star*, I also have the management/coordination skills to be an effective Business Manager.

Sincerely,

Jedidiah McKee



John Bright: Candidate for Star Editor

Unlike the candidates who are running for other elected positions like Student Senate, the candidates for *Star* editor should not be judged by the words they use in their campaign platforms. The most important factor by which you must judge them is performance. You now hold my candidacy issue in your hands. This is the standard by which I ask you to judge me. If you like what I did with it, my choice of articles, my layout, etc., then vote for me next Wednesday and Thursday. If you like my opponent's product better, then vote for him. I will not ask you to vote for me, but I do ask you to vote for the candidate who did the better job.



Tammy Burr Candidate for Star Business Manager

Qualifications:

Business Major (Senior next year)
Accounting Minor (completed)
GPA: 3.55

Experience:

Star Business Manager 1987-1988
YAO Treasurer 1987-1988
Intermediate Accounting Teacher's Assistant
1987-1988

4 years varied Business/Accounting Office
experience



Boulder Business Manager Louis B. Lovestrand

Education:

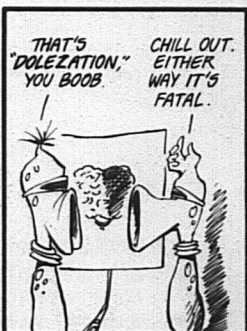
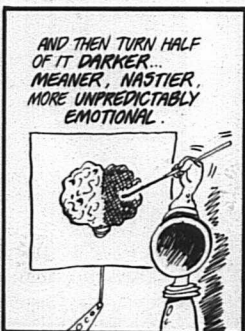
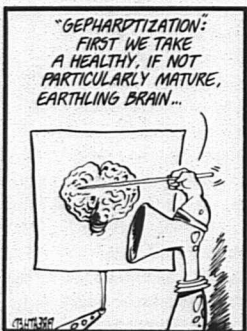
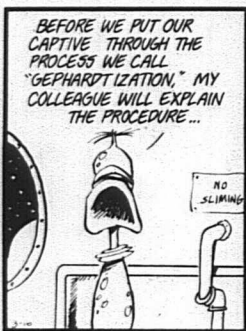
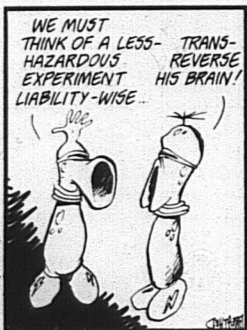
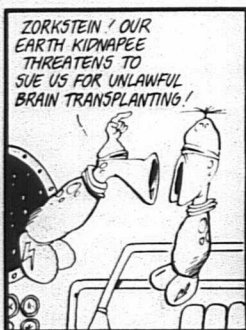
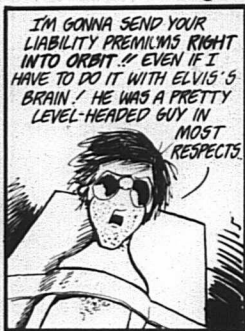
Business Administration Major
French Minor
Political Science Minor
Florida Real Estate School

Leadership Experience:

Star Staff Photographer '87
Star Advertising Manager '87
(Increased sales revenue by 100%)
Boulder Advertising Manager '87-'88

BLOOM COUNTY

by Berke Breathed



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The Houghton Star

vol. 80.17. 18 March 1988

WOOLSEY HALL



Thom Satterlee Candidacy Issue

Million Dollar Goal Attained

January 15, 1988. The board of Trustees faced a difficult situation. Construction on the new academic building was scheduled to begin in May. The \$13.5 million campaign for Houghton was well under way and had received tremendous response (over \$10 million), but the academic building needed an additional \$2 million. To delay or not to delay? That was the question. If the trustees postponed construction until sufficient funding was available, four areas of positive effect would be undermined; enrollment and retention, future fund-raising, faculty and student morale, and institutional credibility. However, a cash shortfall, the inclement national economic climate, and constriction paid for with loans might negatively affect the financial stability of Houghton in the future. Taking these factors into consideration, the board unanimously decided to proceed with construction with the following stipulation: "By March 15, 1988, either: a) a grant is committed from the Pew Charitable Trusts and an additional \$.5 million is pledged toward the academic building OR, b) an additional \$1 million is pledged toward the academic building."

On January 14, Dr. G. Blair Dowden, Vice President of Development, had approached the faculty and staff asking all to pray for this decision and the fund-raising. A mini-campaign was begun immediately to raise \$1 million by March 15, only 60 days. By February 8, a total of approximately \$18,000 had been raised in gifts and pledges (which are as good as a direct gift). Due to the efforts of a dedicated development staff, and to the generosity of many people, a total of \$1,050,645 had been raised. Some contributions given include a \$100,000 unsolicited, personal check, a \$375,000 pledge, a \$200,000 pledge from the Pew Charitable Trusts of Philadelphia, and \$16,000 from Houghton staff and faculty.

"It is a miracle," said Dr. Dowden. "The Lord is in this and he is going to take care of us. This is the Lord's institution, and prayer needs to form the foundation. Without prayer, this last month would not have been successful."

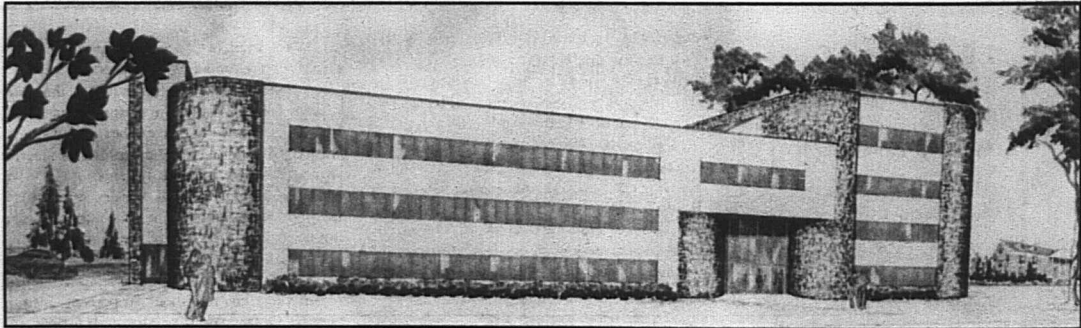
Therefore in May, after graduation, demolition will begin on Woolsey Hall (sniff, sniff) with construction of the academic building to follow. Construction of the building, designed by Brandt and Poost of Rensselaer, architects of South Hall, will be managed by Balling Construction of Tonawanda. Completion is expected within 14 months so that classes can be held there in September 1989.

Before demolition can begin, said Kenneth Nielsen, Vice President of Finance, Woolsey must be emptied; this will take place in late April. Where will classes be held and offices located during this time and during the 1988-89 term? "Everywhere," said Mr. Nielsen. "In East Hall, Fancher basement, and the old fine arts building."

Woolsey will be gone in two months. So take your pictures and grab what little bit of ivy remains. But weep not; in its place will soon stand a modern, four-story academic building.

For more information, see the display by the Alumni office or contact Renee Potter.

by Eric Buck



S.A.F. and W.J.S.L.

by Robert Beckford

Last week Student Senate spent four hours re-organizing the Student Activities Fee budget for 1988-89. In short we had an opportunity to influence the monetary amounts specific organizations such as intercollegiate, intramural athletics, and W.J.S.L. receive for 1988-89 from S.A.F. Here are some of the changes we made:

We felt it necessary to grant Black history month \$600 dollars. Our rationale for doing so was because in previous years Black History Month has had to scrape around for financing from student development and the academic dean's office. We felt that such a worthwhile activity necessitated student financial support.

We also began a four year phase-out plan of the \$500 we grant to W.J.S.L. for running costs (this does not include the \$2500 we grant for student scholarships). A Student Senate survey revealed that only

%1 of 350 students surveyed listened to W.J.S.L. for more than 10 hours a week. Also, %61 said that they almost never listened to W.J.S.L. In light of this we thought it fitting to enact a phase-out of our money to reflect the lack of student interest in W.J.S.L.

We also granted Christmas missions a sum of \$2500 and set aside \$400 for a senate resource fund.

My concern is that our hard work may be put to waste because ultimate control of the budget lies not in the hands of Student Senate, but with the Financial Affairs Committee and the "hallowed" Board of Trustees. S.A.F. is student money and I think students should have the ultimate say in how their activity money is used. Is the decision making process involved outright administrative control of student money or an example of Student Senate pseudo-power/influence? I would appreciate your suggestions.

Dear Editor-

Carol Volkert's name appears too many times in the graffiti of the library carols.

Ex. "Carol Volkert bit the side of this carol (Look for the red circle.)" and "Carol Volkert doesn't like Houghton College or any of the business professors."

From this I conclude that : 1) Either Carol likes to see her name etched in big, red letters on wood OR 2) Carol is some mild breed of vandal.

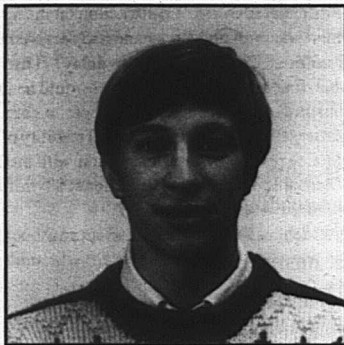
Let's support Carol is this, her new and strange immortality project. More power to you, Carol!

Much squalor,
Cathy Stoner

The Use of the Star

This candidacy issue is designed to show voters what the individual candidates would produce if they were, right now, the editor. It's logic is that talk is cheap and promises are easy to break—you say you're going to do such and such, we'll show me! So, speechmaking should be unnecessary. Still, I would to make a couple of things explicit. For example, what the heck would I do if given the power of editorship. Let's start by being realistic: if someone wanted to change the world, the Star would be a lousy place to begin. If your intention is to create a stir or impress a large number, you should build a bomb or get on the Carson show. The Star is, in comparison, small beans.

The Star, however, is not worthless; in fact it's very valuable, to a



small number, namely the Houghton Community. As a fairly secluded group of Christian learners, the Star can bring us closer to understanding who we are and what we are after. More practically, I mean that the Star should be used for the following two things:

1. As a vehicle of information about the community to the community. There are many

sources for state, national and world news, but only the Star concerns itself with Houghton, New York. As a rule, journalism in the Star should be limited to the Houghton campus, informing its members of campus news, sports and arts.

2. As dialog, not diatribe. The latter is careless, sometimes malicious efforts to one-up another's perspective on an issue. The Star needs none of this. What it does need is honest, intelligent talk, where individuals address each other or the community publically. This is dialog.

If the Star is used in these two ways, for the purpose of Houghton College as a community coming to understand itself better, the world will not be shattered. It won't even be denied. We could make a small peep in the wilderness though.

-Thom Satterlee

Merging World:

The weekly column of
the Overseas
Development Network
Houghton College
Chapter.

by Denise Giardina

When most Americans think of the coal-mining region of central Appalachia, they think of poverty. To some, Appalachia is backward in a quaint and rather puzzling way; to others it is a pocket of ignorance that constitutes a national disgrace to be either ignored or chided for its perversity.

Underlying these attitudes is an assumption that something must be wrong with mountain people. After all, Indians are poor because they have been kicked across an entire continent, and black poverty can be explained by prejudice and discrimination.

What excuses do hillbillies have? Even during the 1960's when concern for Appalachia was briefly "in," few people tried to learn the underlying reasons for the problems of the mountains. It was preferable to blame the victims - poor, perhaps stupid, certainly woefully undereducated, somehow lacking the qualities that have made America the most powerful nation in the world.

I have spent my entire life in West Virginia. I have been educated in the schools here, including college. But just living in West Virginia has given me a different kind of education. And I

have come to understand that West Virginia - the West Virginia that I grew up in and live in - may be physically part of the United States, but that in many ways it has more in common with the Third World than it does with the other 49 states.

During the 1880's, agents representing a variety of American and British industrial interests descended upon southern West Virginia. A decade later, they moved into eastern Kentucky. In the space of a few years, most of the acreage in the region passed into their hands, and the home of independent farmers with strong ties to place and kin had become a land of the dispossessed.

The companies used a variety of methods. Some claimed to hold patents dating back to the Revolutionary War, even though mountain farmers held titles at their county courthouses. In some places, courthouses burned down and titles changed hand overnight, or cooperative local politicians oversaw the transfer. Physical intimidation, including murder, was not unknown.

But in most cases, companies simply purchased mineral rights. Few mountain people had any interest in massive mineral development, or a clear understanding of the destructive nature of coal mining. Or they signed away the minerals to avoid an expensive legal battle against a company that threatened to take the entire farm.

In return for a few dollars an acre, family after family signed away billions of dollars in coal and natural-gas reserves. They did so with the assurance that they would be allowed to stay on the land. They were lied to. Once the companies began developing their new properties, the old residents were evicted even where they still held clear title. The courts ruled that mineral ownership took precedence over surface ownership. Appalachia could be added to the list of places being exploited by the industrial West.

What problems do we face in colonial Appalachia? Here are a few examples:

+ In many coalfield communities, the water is undrinkable. Clothes are washed in rainwater, for the tap water stains clothes and damages washing machines. Most communities are still without sewer or garbage systems.

+ In 1984, 124 coal miners were killed. Despite federal and state regulations, coal mining continues to be one of the most dangerous occupations in the country.

+ In McDowell County, unemployment in recent years has run about 40 percent. Even if new businesses could be attracted, they would find no place to locate. The absentee owners will not let go of the land.

But it should not be assumed, as it so often is, that Appalachia is a land of defeat and hopelessness. From South Africa to the Philippines to Central America, the Third World is rousing itself. And Appalachia is America's very own home-grown Third World. Grassroots protest movements are growing in eastern Kentucky, and miners in West Virginia are making connections with the plight of blacks in South Africa.

It would be dangerous for Americans to think that the problems of Appalachia do not affect them. The acquisition of land by large corporations is proceeding at a rapid pace all across the country. The people of Appalachia are practiced in patience and experienced in the ways of exploitation and abandonment. If the rest of the nation will come to listen instead of to preach and to steal, we have much to teach.

Denise Giardina, a West Virginian author, has recently published her second novel, *Storming Heaven*. (Article edited by J.P. Greg Laing)

What is the State of Academics at Houghton College?

"We realize that these students are sitting in this room together for convenience sake; this class could have been taught with equal effectiveness while each student sat in his own room with the professor."

by Dave Perkins

Imagine that we're in church: the pastor is preaching, and has been for ten minutes. Everyone is quiet, listening. We're near the back of the sanctuary, and we see a hand raise into the air from the third pew. It's not a hand of praise; it is a question. Someone in the third pew has a question.

We're stunned; this hasn't happened before. We're further surprised when the pastor calls on the person, who asks the pastor to not be so vague, to be more specific. Someone on the other side of the sanctuary stands up and rejects the other's criticism. We are quite embarrassed, and we are sweating. No one does this sort of thing in church.

The sermon should not be interrupted by questions. The pastor should not be criticized by the congregation during the service. These people ought to sit down and be quiet, so we can feel comfortable about being in church. We can learn a lot more from the sermon if we are comfortable.

The pastor is speaking to each of us individually; the pastor has studied the Bible, and knows what should be taught from it. We are sitting together in the same room with the pastor, for convenience sake; the sermon would be just as beneficial for each of us if we heard it in a room alone with the pastor.

We leave church, and the next day we go to a typical Houghton classroom. The students enter, sit, and the professor stands at the front. Now we are in a college class; we expect a different atmosphere than we found in church. This is a place for question asking, and for challenging one another.

The professor opens class with an announcement: next Monday, there is a conference, so there will be no class. Many students talk to one another excitedly, and the professor jokes with them. We are confused. The students seem pleased, yet they have paid for the professor's time with them. They seem happy about losing money

Editor's Note

The following are solicited essays responding, from various angles, to the question "What is the state of academics at Houghton College?" Dave Perkins, a senior Social Sciences major, comments on the role students play in classrooms, suggesting inadequacies in participation and mental creativity. Dr. Airhardt discusses the use of textbooks, incorporating some views on what individual tasks students and teachers ought to be about and how these tasks might coincide. Junior Biology major, John Morris, suggests that a grading system can have negative results, stifling the student and limiting (even destroying) the learning experience. Lastly, Dean of Academics, Clarence "Bud" Bence attempts to define academics and provide a model for academic excellence on this campus.

they earlier chose to spend.

The professor begins to lecture. Most students write some of what is said in their notebooks. Almost the entire period continues in this way.

One student, however, raises her hand. The professor calls on her. She disagrees with something the professor has said. She and the professor talk. They resolve the issue, while the rest of the students remain silent.

We watch from the back of the room. We realize that these students are sitting in this room together for convenience sake; this class could have been taught with equal effectiveness while each student sat in his own room with the professor. For that matter, most students would require only a videotape of the lecture.

When the period ends, we leave the room. Of our group, I, at least, am sad. If a professor can be replaced by a TV screen, and students by tape recorders, then I think something has gone wrong with education.

"We in the faculty are not in the business of delivering prepackaged answers. We are in the business of introducing students to the enduring questions of human life in all their complications and confusions."

by Dr. Airhart

I have been asked to comment on the use of textbooks at Houghton College. I have taken no surveys, but if my colleagues follow national norms, we use too many textbooks at Houghton College. Note the words "too many." I have no objection to the careful use of textbooks; as a genre they are useful as subject surveys and are at least as old as the 12th century. But they must be used carefully because for many students they reinforce two mistaken notions: the first is that education is the accumulation of data, and the second is that data, or facts, are objective and self-selected.

A liberal arts education is not the recognition or recall or even mastery of a given number of terms or propositions. We in the faculty are not in the business of delivering prepackaged answers. We are in the business of introducing students to the enduring questions of human life in all their complications and confusions. Textbooks can help in our exploration, but too often they give the impression that information, objectively collected and accurately recalled, will yield enduring answers. Answers, always tentative and transitory, are the most difficult things to discover, and they are always produced with fear and trembling; in short, answers are not objective but acts of faith.

My second argument is against the common notion that textbooks are themselves crammed with objective facts. They are not. They are crammed (at least the good ones are) with state-of-the-art scholarly reconstruction. From time to time, these reconstruction change as our needs and interest change, and thus our textbooks change. If this constant process of alteration is not made clear to students, they naturally assume that education is the memorization of a static set of facts instead of what it really is - an introduction to the techniques of reconstruction and interpretation of the world we live in.

"Not only does the grading system tend to suffocate curiosity by exploiting most of the students' time, but it also creates competition, alienation, and defensiveness."

by John Morris

A major struggle of mine while attending Houghton has been the meaning and effect of the grading system. As a freshman, grades motivated me to produce assigned work but rarely to think critically. During my first sociology course, I found myself reflecting on some ideas which truly sparked my curiosity. The material was so interesting that I didn't need deadlines. Over the next year this desire to learn diffused into many disciplines - even the "hard sciences" - and my perspective broadened significantly.

The greatest detriment to my motivation to learn has been 'objective' evaluation or grades. To be considered competent by peers and family, to earn the respect of professors and to realize a professional career I must obtain outstanding marks. Unfortunately, grade-earning is a process which too often requires extensive organization and summary of fact statements, and very little critical and/or creative thought, which demonstrates ability to understand and apply the former.

Not only does the grading system tend to suffocate curiosity by exploiting most of the students' time, but it also creates competition, alienation, and defensiveness. In the Biology department there is a subtle social hierarchy determined by academic record. Although it is rarely discussed, everyone knows their status, and is constantly competing to improve it. This is evidenced by the common question "what 'cha get?,"

which when translated means "Did I beat your score?" Before every exam, I hear people saying: "I've got to get an A on this. . . ." But there are a limited number of A's available. The same goes for B's. Some fail to achieve their goal, and spend even *more* time digging in, to the exclusion of other activities, thoughts, and relationships. The amount of self-worth students invest in grades is frightening. The losers may feel so discouraged that they never reach their potential. Many leave Houghton.

Most students, including myself, will not achieve their academic goals. But that is an insignificant shortcoming compared with the failure to cultivate one's whole person, through desiring to learn and create, asking difficult questions, building deep relationships, and setting aside quiet time for reflection.

"...new information by itself is not education...Ideas in one area of curriculum must be connected by teacher and student to seemingly unrelated concepts which arise in other courses and campus events."

by Dean Bence

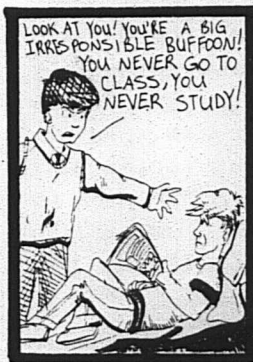
For most of its history, Houghton College has marketed itself as a school with high academic standards. To validate that claim we make reference to our admission statistics (average SAT scores, number of high school valedictorians) and the quality of our graduates (MCAT scores, placement in business firms and graduate schools). But what about the four years between admission and graduation? How does an institution maintain academic excellence in classrooms and campus activities?

First, by information. Students should expect their knowledge base - the essential facts they ought to know about a variety of subjects - to increase dramatically while at Houghton. To achieve this goal, Houghton endeavors to hire faculty with advanced degrees who demonstrate mastery of a specific academic discipline. Faculty submit their course syllabi to the Dean for periodic review and students evaluate courses in terms of the academic rigor of class lectures and assignments.

But new information by itself is not education. One could gain that data through textbooks and videotapes at a considerably lower cost. As a liberal arts college we stress the importance of integration in quality learning. Ideas in one area of the curriculum must be connected by teacher and student to seemingly unrelated concepts which arise in other courses and campus events. A well educated graduate should make connections between art and history, between business and science. And certainly at Houghton, integrating all course work with Christian doctrine and experience is an essential component of learning.

But education is not merely an end in itself; it has a utilitarian purpose as well. To be effective citizens and Christians, students must take the information they have integrated into a world view and apply it to current issues of society and their chosen professions. Internships, involvement with student government/publications, community service, and conversations with campus resource persons help future graduates develop a "sphere of influence," where what they have learned makes an impact upon others.

Information, integration, application. To fine-tune these three components toward academic excellence is the on-going task of faculty, administration and students at Houghton College.



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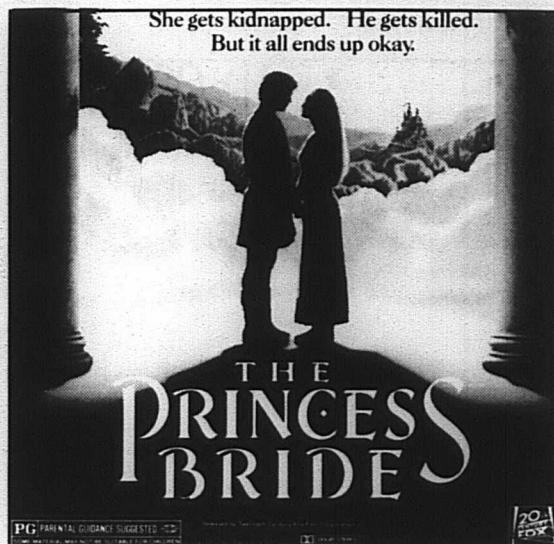
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