



THE HOUGHTON STAR

THE HOUGHTON STAR

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Start the ball rolling

"A liberal arts college...huh?"

As freshmen, many of us started our college careers under the impression that enrollment in a liberal arts institution meant simply that we were being required to take a lot of general education requirements in courses that we weren't at all interested.

"They make you take Concepts, Western Civ., Bib. Lit., and P.O.W. because otherwise nobody would sign up for those classes and some of the professors wouldn't have anything to teach," I was told by a senior during my first week at Houghton.

Another upperclassman told me, "Liberal arts educations are like buffet dinners. It's polite to try a little bit of everything, but you can go back for seconds and thirds on the stuff you really like."

What is a liberal arts education? Who are we as a college? Intellectually, what are our priorities? Would we recognize a "drift away from the liberal arts" if we saw one?

This semester, much of the space on the editorial page will be dedicated to bringing us all to a greater understanding of liberal arts, by demonstrating one of its central features—informed and logical argumentation. The contributors? Students, faculty and administration, either in the form of guest editorials or letters

to the editor. These contributions should relate to the contents of former essays by making specific reference—either affirmative or negative—to ideas previously expressed.

C.L.L.A.

One thing this college needs is an on-going debate over liberal arts. Perhaps the faculty and students at other colleges grind this subject into the ground through incessant argumentation, but we at Houghton are in no danger of doing that. We need an articulate statement on what it is we are about here—something more detailed than what we read in the catalog, but also something more abstract than the many off-hand remarks often heard on the subject.

In hopes of sponsoring further debate on this vital subject, I offer the following thoughts. My ideas will be quite general, which is reasonable given their introductory nature. Obviously, I do not intend that my editorial be taken as the final word. I only want to start the ball rolling toward that goal. In so doing, I would also like to address the issues of Christianity and its relationship to the liberal arts, and briefly mention the questions of training and vocationalism.

The most important theme underlying the liberal arts is associated, appropriately enough, with the words themselves: "liberal" from the Latin, *liber*, "to free"; and "arts" from the Latin word for skill—from which we get the word "arm", representing the human capacity to exercise skill. Hence, a liberal arts education represents the development of skills that result in freedom.

In today's vocational climate, the word "skills" is often associated with particular occupational competencies, such as being able to sing a song, hit the right keys on the computer or the piano, add up the debits, or take out an appendix. Quite obviously these skills are important, but they do not—as ends in themselves—point in the direction of liberal arts education. Rather, as ends, they constitute *training*, and as such, stand in stark contrast to *education*.

The skills associated with education are much more general than singing, typing, adding, or cutting indicate. The liberal arts are represented by those courses which, taken as a whole, build up one's ability to think analytically, at an evermore abstract level, and the ability to communicate articulately. These three skills must always be developed together. For example, articulation without analysis represents vanity. Analysis without articulation represents futility. Either one without abstraction represents triviality. Trivial, futile vanity stands at the opposite extreme from true education.

Any course of instruction that can validly claim to be a part of the liberal arts process *must* be addressing one or more of the following issues:

1. *What is real?* We want to be able to understand our existence in meaningful and realistic terms. Is what we claim to know about reality true? Is it true that God exists, that humans biologically evolved, that E equals MC squared? The study of reality is referred to as metaphysics. To ask metaphysical questions is to ask about the basis for truth itself. Christianity, for example, is a system of truth—claiming what is "really real"; therefore, Christianity is a metaphysical system and every Christian is a metaphysician. The purpose of the liberal arts, then, is to make us better metaphysicians.

2. *How do we distinguish error from truth?* It is one thing to claim a truth; it is another to demonstrate how we know it is true. The study of

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

knowledge is called epistemology. Whether we are concerned with verifying a scientific hypothesis or validating a Biblical prophecy, we are concerned with epistemological issues.

3. Does it make sense? We may claim a truth, and we may know it is true, but is it reasonable? After all, some truths are not worth claiming even though we know they are true (eg, "sick people always feel bad"). The study of reasonable argumentation is called logic. We need to develop our capacity to think reasonably so that we can avoid meaningless claims to truth. For example, will the Christian student who says "I know God directed me here to Houghton because everything fell into place" also say that God approved and directed the establishment of Hitler's German Reich—because things "wonderfully" worked out for him in the 30's? Probably not—but isn't the first claim logically identical to the second?

4. Is it worthwhile? Something may be true, we may know it is true, we may even consider it reasonable—but is it worthy of our attention? For example, we may know that the post office is constructed of bricks—but we would be ill advised to count them up. That would be a waste of time because such knowledge fulfills no virtuous end. But then, what is "virtuous" and therefore "worthwhile"? Is Ludwig Beethoven's "Egmont Overture" more beautiful than Bill Haley's "Rock Around the Clock"? How so? On what principles can we make such a claim? The study of worth, of virtue, of beauty, is called aesthetics.

5. Finally, we ask "so what?" If our claim is true and we are sure of it, if it is reasonable and worthy of our attention—what then? How do we apply this knowledge to our lives? Will our lives be any better because of it? Will it do us any good? The systematic study of justice and goodness and their application to social situations is called ethics.

I have heard some zealous Houghton Christian question the worth of liberal arts on the grounds that this type of education does not relate to their spiritual concerns. I am shocked when I hear such sentiments. Take a look at the issues we are presumably concerned with at this college: reality, knowledge, reason, beauty, justice. What could be more important than these? Together they summarize the essential issues of Christianity. The purpose of our lives as Christians can be fulfilled to the degree that we become ever more aware of the many dimensions of these issues. Please do not read other ideas into my statements: mastery of these issues does not, of course, serve as a substitute for Christian zeal. However, since the Bible dwells at length on each one of these issues, it is clear that every one of them represents an intrinsic aspect of the Christian life. For this reason, liberal arts and Christianity are perfectly compatible: not identical to be sure but definitely compatible.

There is another aspect to this criticism just cited, however; those Christians who criticize the liberal arts as "irrelevant" (or worse) also need to ask hard questions about the courses they are taking here. Just because a course is located within a "liberal arts curriculum" does not automatically mean that any of the five issues just mentioned are being addressed. Some courses may be in, but definitely not of, the liberal arts. For example, if you are studying sociology, biology, physics, or whatever, and you are not learning more about metaphysics (that is reality—and as a result, truth) then the educational purpose of that course has been squandered. If you are learning how to play the violin magnificently but your sense of aesthetics (that is beauty) remains unchanged, then you are merely being trained. If you are learning all about accounting or the computer but your capacity for reasonable thought (that is, logic) has not been further developed, then you need to rethink why you are at this school. No matter what your major is (or will be) if it is not relevant to the life you are now living and the one you will live in the future—that is, if your studies are not addressing the question of ethics—then you need a new major, or you need a new outlook on Christian liberal arts education, or you need both.

So far, I have defined—in a very general way—the liberal arts. I have also started to get pretty huffy about the Christians' relationship to the liberal arts. Allow me to preach just a bit longer on a relevant topic to which I have already made reference: vocationalism.

As Christian students, we should be learning how to live, not just learning how to make a living. Note carefully that the original definition of the word "vocation" has a distinct theological implication. The word comes from the Latin verb "to call" (*vocare*). Early Protestants thought of their vocation as a divine calling; this should be our understanding as well. A vocation must involve one's entire existence directed towards a sacred end. Compared to this exalted definition, the contemporary secular definition of vocation as merely an income-producing job falls far

short of the mark. Such a definition has a grubby, hollow, cheap ring to it.

We ought to be about our Father's business. God has called us each in a unique way, for a special purpose. If God called you to this college to prepare for a vocation, then make that preparation as liberating as possible; free yourself from parochial "job concerns" and instead develop your full vocational capability for His service.

Rich Perkins

Faculty Come and Go



Timothy P. Chambers

(HCP)

Houghton College faculty changes occurring at mid-year include the one-semester sabbatical of soccer coach and professor of physical education, Mr. E. Douglas Burke. Planning to spend most of his sabbatical "on the road", he will attend a soccer coaches' conference and school in Orlando, FL; participate in a workshop run by aerobics pioneer Dr. Ken Cooper at his Aerobics Research

Center in Dallas, TX; then visit other college campuses throughout the central states to study their physical education programs. Late in February he will attend the annual Eastern District Physical Education Conference of the American Association for Health, Physical Education and Recreation in Providence, RI. Concluding his sabbatical, Coach Burke will take the 1983-84 Houghton College varsity soccer team on an Easter break trip playing scrimmage games with other colleges in Virginia, North Carolina, Georgia and Tennessee.

Mr. Timothy P. Chambers has become interim assistant professor of psychology to fill the vacancy created by Miss Lynn Hamill who left to continue her work as a practicing psychologist in geriatric care. A doctoral candidate at the University of Rochester, Mr. Chambers has been a counselor/consultant with Agape Counseling Associates, Inc. of Rochester, and serves on the board of directors there.

Career Development Views Video

by Christine Campbell

Through the acquisition of several pieces of video equipment by a Title III grant, the Career Development Center is helping students prepare for job interview sessions. A playback, monitor, and tripod have been set up in the counseling room at the CDC where professors may act as potential employers interviewing students in search of a job.

Two classes have already participated in this program. Students in Prof. Wheeler's chemistry seminar dressed up one day and were each interviewed while the others watched on the playback. The next week, they observed their performances and evaluated their strengths and weaknesses. Another time, a superintendent of a New York State school interviewed a few seniors majoring in education to give them a better

idea of what a real job interview would be like.

Mike Lastoria, head of the CDC, reasoned that since most everyone must experience interviews at some time or another, why not practice now to present a more polished image? Going through such interviews aids students in articulating their abilities, answering questions confidently, gaining composure and insights, and noting any mannerisms that may detract from the overall success of the interview. After seeing themselves on camera, students are better able to know which areas of their presentation need improvement. Mr. Lastoria emphasizes that, though a person is hired primarily on his ability to do a job, the interview itself is an important outlet for voicing those capabilities and reasons why he is the right person for the job.

continued from page 3

Students at Houghton receive instructions for writing their resumes, and the mock interviews are based on them in addition to about twenty general questions which most employers ask. Students have expressed positive feedback, saying that it was worth the time and effort to see what areas needed work.

Mr. Lastoria encourages students, juniors and seniors especially, to come in and experience these mock interviews. Because the equipment is easily transported, a student may choose the place and people (professors or CDC staff) to help him prepare for his real job interview.

Leax Promotes Word Processor

by Walt Pickut

"The first thing I want is six more," said writing department head Jack Leax, when asked about his plans for the college's new word processor.

According to Leax, federal funds which he helped obtain bought the TRS-80 word processor last summer, and new grants for at least six more will be written very soon.

His job is to learn how to use the word processor, then use it for teaching, he explained.

Leax demonstrated the unit by editing and rearranging text, and retyped whole chapters in just a few minutes.

"At first I was going to take it home so I could practice in private," Leax said. But he chose a phone-free room in Luckey Building to allow greater access to the processor.

Although it is like having a computerized secretary built into a typewriter, "It won't make secretaries obsolete," he said, "but secretaries who don't know how to use it."

He predicted that even students would have word processors instead of electric typewriters in a few years.

In order to learn the full potential and fine points of operating a word processor, Leax has used it to write, process, edit, and record his own poetry, both published and submitted.

Other faculty have used it for thesis and dissertation writing, and investigated connecting it to the main college computer.

Leax explained that he preferred to master something before teaching it. "As we learn it," he

Lee Projects Improved Recreation Room

by Bob Arnold

A rec room proctor and a managed lost-and-found room will be part of a pilot program that will begin Monday, January 31 in the basement of the campus center.

Last September, Rick Lee came to Houghton "for the purpose of developing a proposal for improving the rec room and snack shop." Lee said he believes that "through an improved facility we can better meet the students' needs. I want the downstairs (of the campus center) to be totally different...I would like (it) to be a place to get away without going away."

The pilot program in the rec room will include a proctor, who will rent out equipment at a nominal fee. Lee explained, "The intent behind that is to raise a little money to keep the rec room in shape...But even more important is that we want the students to think about stewardship. If they're spending an excess of money on pool, for example, they may realize they are spending too much time there." Lee added, "We also want to buy good quality stuff because it's good stewardship—it lasts longer."

A centralized lost-and-found will also be located in the rec room.

Lee wants "to get the whole campus cooperating" so there is only one place to pick up items. Articles will also be safer because they will be regulated by the rec room proctor. Intracampus notes will be sent to notify those people who have their names on lost-and-found items and a nominal fee will be charged for the return of all items. "We want to provide a higher quality service and it will cost a little," said Lee.

If the pilot program is successful, a full-scale improvement of the Campus Center basement could take place. "The pilot program in the rec room will approximate what we'd like to see happen on a full-time basis," Lee said. He also would like to see separate game areas and an improved snack shop.

"We are trying to make the snack shop an inviting place—a place where students like to come," explained Lee. "Two separate environments are being planned for the snack shop: a coffee shop where one could buy a quick donut or bagel and another area that has a 'quieter, slower, nice atmosphere with booths and low lighting' to allow for privacy."

Lee hopes that the Campus Center basement would then be "a place where faculty would be just

as willing to go as students. We want to do things that encourage transactions between faculty and students." He continued, "Today's recreation won't meet tomorrow's needs. We want (the Campus Center) to be a vital part of the community—flexible, changing."

Student support and involvement is needed for the pilot program to work. Students can help by (1) working as paid proctors, (2) treating the rec room with respect, (3) cooperating with the lost-and-found system, and (4) giving the Student Development Office feedback. "Student input should be primary in this," said Lee.

Student Development may need to approach the Trustees in April regarding funding for portions of the Campus Center improvements. If the pilot program is successful, it is much more likely that funds will be approved for more improvements. "We're pretty confident we can do some of the sections (of improvement) if we get the budget from the college," said Lee. "Running the rec room this way is more work for all of us. But we are convinced that the increased quality will be well worth the investment of everybody's time and money."

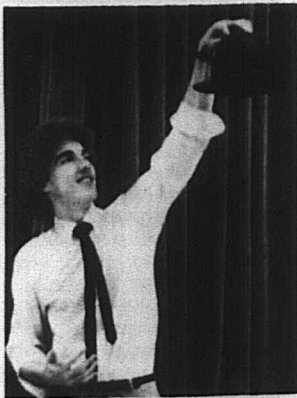
Harvey: crackpots and rumpots

by Barb Brown

"Pooka: From old Celtic mythology. A fairy spirit in animal form. Always very large. The pooka appears here and there, now and then, to this one and that one at his own caprice. A wise but mischievous creature. Very fond of rum-pots, crack-pots,..."

The three act comedy "Harvey" by Mary Chase stars such a creature. It also features hysterical busybodies, psychiatrists in need of counseling, whiteslavers, wall flowers, and a warm hearted Elwood P. The plot revolves around attempts to commit the congenial Elwood P. to "Chumley's Rest," a sanitarium for the mentally unbalanced. The frustrated attempts of his sister, bungling assistants, and the respected Dr. Chumley himself leave everyone a little loonier in the end.

Rehearsals for "Harvey" commenced Monday January 24. They will continue for eight weeks culminating in three performances



you won't want to miss on March 17 and 19. Directing the cast of eleven is Beth Wind, assisted by Stage Manager Linda Ippolito and Technical Director John Jackomin. Carmen Ranalli, Jaynn Tobias, David Shoemaker, Billie Crane, Becky Banker, Nate Trail, Jonathan Matthews, Dave Seymour, Beth Sperry, James Mullen, and Tim Hostetter form the cast of rumpots, crackpots, and...well, you know.

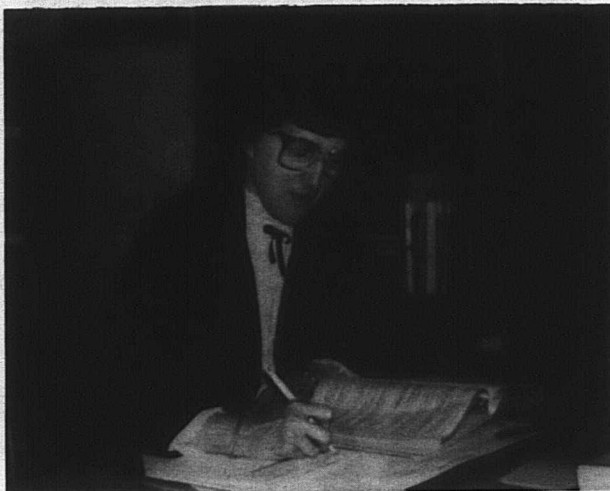
Who really runs the Fine Arts program at Houghton College? Is it in fact Dr. Donald Bailey, or is it Mrs. Harriet Rothfus, "the woman at the front desk?" This editor knows from experience that even though final authority lies with Dr. Bailey, Mrs. Rothfus—the Fine Arts Secretary—remains one of the most essential, and yes, influential persons in the department.

Her office is always a flurry of activity; professors with policy questions and forms to be completed, students with the latest joke or most recent frustration, and occasionally a prospective student asking where to find the music office.

In Chicago, Illinois, on an undisclosed date sometime in the 20th century, Harriet joined the family of Rev. Lyle Anderson. She was followed by a sister who now lives in Wilson, N.Y. Her father, a home missionary in the Adirondack mountains, is the founder of the American Mission for Opening Closed Churches. Mr. Anderson, who is now 79 years old, resides in Lockport, NY, and spends his winters in Florida.

Harriet graduated from Moody Bible Institute in 1954 with a major in Christian Education. That same year she met Donald Rothfus while both were working at Pacific Garden Mission in Chicago. They were married in 1956. In 1957 their first son, Frederick, was born, and

Notes From the Music Editor



Mrs. Rothfus in her element

before long he had two brothers, Ed (now 23, teaching Art and coaching Cross Country and Wrestling in Wolfeboro, New Hampshire) and Ted (an 18 year old senior at Houghton Academy.) Mr. Rothfus taught in Appleton, NY until 1972. In May of that year Donald and Frederick were fatally injured in a car accident. Though Mrs. Rothfus would not have chosen to endure

such a tragic loss, she believes that many blessings and opportunities to witness have come from it.

For six years after the accident, Harriet, Ed, and Ted lived in the Appleton area. Mrs. Rothfus worked as a substitute teacher and secretary in a doctor's office. Then in 1978 they moved to Houghton where she took up the duties of Fine Arts Secretary.

In her five years here, her sense of humor has lifted many a lagging student (to say nothing of faculty!) spirit. Her efficiency is an inspiration for all who stop to observe. When I asked her what she enjoys most about her job, she said, "The contact that I have with the faculty, staff and students. I also enjoy the challenges in this office." She added, "Something important is how the Lord has guided me, cared for me, and blessed me with so many things that are often taken for granted."

Strangely enough, when I inquired after her greatest source of irritation, she could think of only one thing: Interviews! After that subtle hint, I moved my operation to the music lounge. The usually shy, demure music students (if you ever visit the music lounge you know what a joke that is!) enthusiastically offered their appraisal of the secretary.

"She's a riot!", "Mom away from home!", "Great Story teller", "Great sense of humor!", and "What a card!" were just a few of the comments. One faculty member solemnly said, "Behind every Dr. Bailey there is a Mrs. Rothfus!" On a more serious note, everyone seems to agree that Mrs. Rothfus is a wonderful woman, an invaluable asset, efficient, dedicated and Christlike. Our hats are off to you, Mrs. Rothfus!!

Coming Musical Events

Monday, Jan. 31 - 8:00pm:
Faculty Recital: John
Chappel Stowe (WC)
Wednesday, Feb. 2—8:00pm:
Composers Concert (WC)
Monday, Feb. 7—8:00pm:
Chamber Orchestra and
and Chamber Ensembles
(WC)

The Houghton College School of Music
presents

AN EVENING OF NEW MUSIC

BY

Houghton's Student Composers

February 2
8:00pm
Wesley Chapel

MUSIC

Upcoming Stowe Recital

John Chappel Stowe, Assistant Professor of Organ, obtained his Bachelor of Music Degree at Southern Methodist University, and a Master of Music at Eastman School of Music, where he also earned a Performer's Certificate. Mr. Stowe is now a candidate for a Doctor of Musical Arts degree at Eastman. In 1978, he won the distinguished National Open Organ Playing Competition of the American Guild of Organists.

In his third year at Houghton, Mr. Stowe teaches private organ and Church Music courses. His wife Linda, also a graduate of Eastman taught last year as interim pro-

fessor of Theory and Piano during the absence of Mr. Gary Rownd who was pursuing his doctoral studies at the U. of K. in Lexington.

The contents of his recital will be:

Introduction und Passacaglia F—
moll, Opus 63 -5,6—Reger
Tiento de Quarto Tono - Correa de
Araujo
Partite diverse: Sei gegrusset,
Jesu gutig, BWV 768 - Bach
Trois Mouvements—Alain
I. Andante
II. Allegro con grazia
III. Allegro vivace
Toccata—Gillou

The Houghton College EEC presents Three One Act Plays,
to be performed in Fancher Auditorium, February 3 and
5, at 8 o'clock. \$2.00 or \$1.00 with student I.D.

WJSL JAZZ

by Kraig Steffen

A new program of Jazz now fills the 11pm-1am time slot every Saturday at WJSL. Its aim is to expose Houghton Students to the wide spectrum of Jazz music today, and will include big bands, combo, fusion, and solo jazz artists. Special Shows featuring individual artists may be arranged if interest is high. Students with jazz record collections are encouraged to become involved by providing albums for airplay. Precautions will be taken to ensure the safekeeping of any albums on loan.

The Houghton College School of Music
presents

John Chappel Stowe
organist

in

FACULTY RECITAL

January 31, 1982
8:00 pm
Wesley Chapel

FURST GRADE by JAYNN



we had story time in the after noon. miss prinse red us a story about a boy who keeps pigs in his room but she didnt read all the wurdz and she made up some of her own. i know because i have the book and i read it all the time.

Today i woke up. pulled the blankets over my hed. and shut my eyes real quick. The burds were singing. Stupid burds, didnt they no i wanted to stay in bed? mommy came up and sed BETSY, if you dont get out of that bed, im going to spank you. What a awful way to start furst grade.



The busride home was gross. it was gross because the boy who has to sit beside me was picking his nose and eating it. i dont like him. His name is roy to.



i dont want to go to scool. CHARLEY told me the mean things the boys do to gurls at scool. he sed they pull your hair and then try to chase you and then they try to kiss you sometimes. i dont want cootys.



mommy asked me how i like my furst day of furst grade when i got home. i told her it was fun because i dont want to hurt her feelings. i still hate it and thats what i told CHARLEY. He sed he relly hates scool so i think its neat that my brother and me hate scool together.

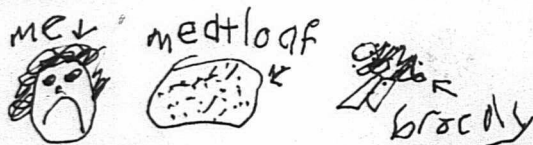


when i got to scool today the big kids were playing. Jump rope and hopscotch and tag. But us furst graders had to line up against the side of the scool and just watch. Then are teachur came and took us inside and sed her name is miss prinse and sed we are going to have fun and lern lots this year. i dont think i like her because shes fat and has red hair.



im glad im going to bed pretty soon so i can forget today. But i dont want tomorrow to come either so i hope the stupid burds dont sing in the morning and wake me up. Or i Will shoot them.

Goodnight mommy and daddy and CHARLEY. Badnight miss prinse and roy and all the big kids on the playground.



We had brocoly and meat loaf for lunch and i hate meat loaf and i think that brocoly looks like puke. CHARLEY thinks so to. im going to tell mommy i want a lunch box like CHARLEY. and i couldnt go outside because i sed brocoly was puke.



PETTING IT: A FISH STORY

My sisters and I pressed our noses up tight to the Pet Emporium window, tapped our fingers on the smudgy glass, and waited for the object of our momentary desire to respond. Any movement was considered affirmative, and we would then turn to Mom and whine...

"Please can we have a kitty? He's just little, and won't make any noise, and I'll take him for walks."

Or "How 'bout a turtle? We never had a turtle before." (Slight pause to let the full impact of that statement hit) "Amy Ross has one."

"Just one puppy—huh, Mom? All we got are old dogs that aren't much fun anymore."

More often than not, our combination beg/cry/pout tactics worked and we left the pet shop with the appropriate "How to" care manual, a 5-day warranty, and all of the necessary equipment to keep our new pet (now carefully bagged, boxed, or carried) happy. The pet store man smiled. He always smiled. He knew what lies we were about to believe, and what vital details he had neglected to let us know.

So Mom bought us goldfish, a ceramic windmill, and a huge

glass bowl.

"You'll probably want some snails to help you keep the bowl clean." So we bought snails. Snails reproduce much faster than goldfish. Snails also dirty up a fishbowl faster than they clean it. We had a fantastic crop of algae.

Mom got fed up, flushed the fish and the snails, converted the bowl into a terrarium, and put the glass windmill in Mrs. Peterson's garage sale.

We begged for gerbils. Mom bought us a pair, on the premise that they would be a great way to teach us the facts of life. The gerbils got busy and filled the cage with tiny, hairless, bulgy-eyed offspring. Then they ate them...slowly. We decided that having babies must be gross, and that gerbils were even worse, so we stopped feeding them. Mom gave them to Amy Ross.

"Hamsters make much better pets," the pet store man promised us as he introduced us to the complex system of Habitrail cages. Mom bought hamsters, and separate cages. Hamsters exercise at night—all night—and their exercise wheels squeak. We took out the wheels and discovered that when bored, hamsters practice escaping. Ours became experts at it.

They went downstairs and chewed through the base of the built-in bookcase in the family room, carrying pouches full of food into their new home. They even made nests out of a stack of family reunion photos. Their mistake, however, was hiding out in the sleeves of Mom's blouses. She found them.

"Chameleons make excellent pets—flies are all they need to eat. They'll keep your home pest-free." We got a chameleon. Mom planned on keeping him in the screened porch where he could prove his worth by the number of flies he ate. The pet store man didn't tell us that to be able to locate our lizard again, we'd have to keep him in a covered aquarium. Chameleons blend in with whatever they happen to be resting on. That's how they protect themselves and stay alive.

So, the chameleon protected himself and stayed alive in the comfort of a large, plant-filled aquarium, while the three of us clambered around on stepstools on the back porch, and tried to catch flies to feed him. We were kinda glad when Charles the chameleon died.

We whined for a pair of hermit crabs. They weren't hard to feed; they ate what we did (or didn't). But, they weren't exactly lovable, nor did they exhibit much personality. After they changed shells once, we grew a little tired of watching them, until they grew tired of each other and began to fight.

One morning, the small wire cage contained one crab in a shell, and one shell with fragments of crab. We named the victor Brute, and gave him to Amy Ross. (We also gave her our turtles.)

The pet store man didn't tell us that our parakeets would never talk, no matter how many hundreds of times we said "Polly want a cracker" as we walked past their cage. We weren't warned that our kittens (now cats) would develop stomach problems such that they could only be fed expensive canned food. And he never let on that our "watch dog" never would be. But worst of all, he didn't let us know that we had acquired more pets than the city limit allowed.

He just smiled and asked us if we had seen his new shipment of de-scented skunks.

C.L.L.A.

Graphics by Allison Stevens

SFMF Exposes Issues

Did you know that SFMF distributed a scandalous newsheet just before the end of last semester? Did you know that in that letter, SFMF indicted a whole administration, thereby accusing many innocent people, including the president of Houghton College? For such an action, the president of SFMF wholeheartedly apologizes. The damage done exceeds the purpose of such a letter.

However, publicly exposing an issue is not something for which to apologize; some issues need to be brought to the attention of the Houghton community, faculty, administration, and student body. Such is the purpose of this letter. I would like to expose the fact that SFMF cannot survive, or at least cannot ever fulfill its purpose (to raise student interest in missions), if it continues in the same form that it has for many years. Let me describe the way it has been functioning, and then let me suggest a way for salvaging the student activism in mission.

For a long time, FMF functioned under an ancient constitution, with out adhering to its rules and its described committees. For five years FMF proposed a budget which they had decided upon at the beginning of the year for no specific reason, and then at the end of the year they fell short of this proposed budget. The fulltime missionaries to whom they had pledged financial support did not receive the full amounts of money pledged, and one year they received nothing.

When Conquest week approached in the fall, the SFMF cabinet had no guidelines or experienced representatives to assist them in planning the week-long missions conference. The frustration in planning without any definite guidelines can overwhelm a cabinet.

While planning for the Inner City Project, which took place over Christmas vacation, SFMF again had no guidelines to follow. (It's true though, that a similar project had not been done recently in Houghton.) Though the cabinet members who planned the project learned much about such a task as they planned, one might ask, "Is this the best way for inexperienced students to learn-through experience while planning a ministry for 17 other students?"

Another problem SFMF has tackled for years is that of a budget and a treasurer. The budgets exceeding thousands of dollars, FMF treasurers have usually only had the training which the former treasurer knows to give. Hence, treasurers experience frustration, and many times this results in unorganized and unreadable financial books. For those who care about SFMF, this raises a serious concern.

In the two other outreaches of Houghton College, ACO and CSO, similar problems exist, and many would agree that these problems render them much less effective than they should be.

But we might also question the reason for a school of over 1,000 in enrollment only containing three outreaches in all, when Wheaton, a school approximately twice the size of Houghton contains ten times the number of outreaches: 30 outreaches. You would then probably guess that Wheaton's outreaches each average at about ten to twenty students. Could you imagine Houghton with half their outreaches, 15, each containing ten to twenty students? We may excuse our lack of activism in

mission, because we are so far away from "the rest of civilization", but again if we are compared with Wheaton that excuse does not hold up. For instance, one Wheaton outreach travels an hour and fifteen minutes to teach Sunday school to refugee children. Leaving early in the morning, they arrive home at 3:00 pm. Buffalo is a similar distance away. Would we consider traveling an hour and a half for one specific ministry? Maybe we don't think it's important enough? And even if we had fifteen outreaches, would we have reliable vehicles to transport them?

Having reported the various faults of SFMF, I conclude that SFMF cannot function effectively if it continues to function in this same manner. First of all, most students are not capable nor qualified for the planning of well-organized and fruitful ministries. Second, even if the students are capable or qualified for setting up outreaches and ensuring their continuation through the years, because they are students and are still concerned about their grades, they cannot spend the time which a truly effective outreach needs. SFMF, to truly fulfill its purpose, needs somebody's full-time energies. I propose that the outreaches need a highly qualified, well-qualified outreach director and nothing less. Not a substitute for the outreach cabinets, but a leader is needed for the training of the cabinet officers, for the directing of students in beginning new outreach ministries, and for the directing of all outreach ministries.

Think of the possibilities for a spiritual revolution on our campus if an inner city project, and a summer foreign mission team of students, and teams of students working with refugees in Rochester or Buffalo, and trips to learn about the various cultures in Buffalo, and monthly concerts of prayer, and an organized band of prayer group leaders could all be headed under the organization of SFMF. Can you imagine the time and expertise such activities require? Think of the possibilities in the other outreaches, all of which need much time and expertise planning along with student motivation. An outreach to Alfred University could again be organized, this time with follow-up programs; would we ever think radically enough to send a team of students as transfers for a semester with the specific purpose of beginning a new Christian fellowship there? What if a project could be organized for a team of students to travel through American National Parks with a purpose of sharing the Gospel with campers? How much could we build upon ACO's structure to include men and women our own age in the surrounding Allegheny County; might we even want to include a ministry for professors to befriend an ACO parent? These are simply ideas. Someone trained in administration or Christian ministries ought to have much better and more practical ideas.

However, even if SFMF does not acquire an outreach director or the outreaches acquire someone who can truly meet the desperate needs of our Christian students for a well-organized and unified outreach program, we would give a plea to all community, faculty, administration, and students, to actively participate in the outreaches of Houghton College and to work for their improvement in any way you are able.

Janeen Kingma

Winter Festival Week, February 7—12, presents:

Cat Contest sponsored by the Houghton Campus Store categories:

Poetry
Art
Fiction

Entries must be in the STAR office by Saturday, February 5 prizes: \$10 gift certificates for first place winners and publication in the February 11 issue of the STAR

Sculpture Contest sponsored by CAB

theme: Cats (of course!)

Entry rules: Any "group" may participate

Sculpture may be built anywhere within a ¼ mile radius of the Quad (over mile by request)

Send name of group, name of individual in charge, and location of sculpture intracampus to Mark Leavitt by February 5.

Judging: Judges will be the R.D.'s of the four dorms.

Will take place at 2pm Saturday, February 12

Winner will be announced that evening

Prize: \$75 cash (Winter Festival Committee reserves the right to withhold prize money, however, should the quality of the work be deemed unacceptable)

The Three Days of Friendship

Tuesday, February 8: Hug Day sponsored by the Winter Festival Committee

Wednesday, February 9: Give a Friend a Gift Day sponsored by the Houghton Country Store (all items 10% off with Houghton I.D.)

Thursday, February 10: Carnation Day sponsored by YAO (Carnations will be on sale February 3 & 4, to be delivered February 10)

For more information on Winter Festival Week, check The Scoop Sheet, posters, and next week's STAR.

Winter Festival Committee

Steve Lindahl

Mark Leavitt

John Yarbrough

VALENTINE'S DAY ...

also known as the deadline of the STAR photo contest. Entries must be in the STAR office by 1 pm, and will be judged by a panel of four judges

es on technical quality, aesthetic appeal, and general composition. Winning Contributions will appear in upcoming issues of the STAR and LANTHORN, with cash prizes going to first and second place winners. Each entrant may submit up to ten photos, with no more than two in each category.



Dear Carol,

It keeps us young reading your fine paper. After all, the Star is the closest thing we have to a "home town news" in these parts. We thank you for keeping us tuned to happenings among all the beautiful young people in these hills. We miss you at vacation time.

And the Star gets around. I pass on a note from our son A. Jonathon Shea, manager of WJSL 1963-64 and presently chief engineer at ELWA in Liberia. He wrote in response to the late night "speak for yourself" incident on WJSL as reported in Star issue Vol. 75 No. 3 issue. I quote: "...sent a couple of Stars recently - interesting. Sometimes very discouraging like the letter about WJSL's music. I felt like writing a treatise on scriptural principles of sorting, choice, obedience. It looks about that simple to me. I think the setup God made is a laboratory of choice - nobody would really need all the O. T. laws if God had left out moral choice and disease and sin. But it looks like the modern Christian has rights to enjoy immorality and disobedience for what its worth - "let it speak for itself." That kind of non-critical, non-sorting has no place in (of all places) a Christian College! Do we encourage our kids to attend Houghton?"

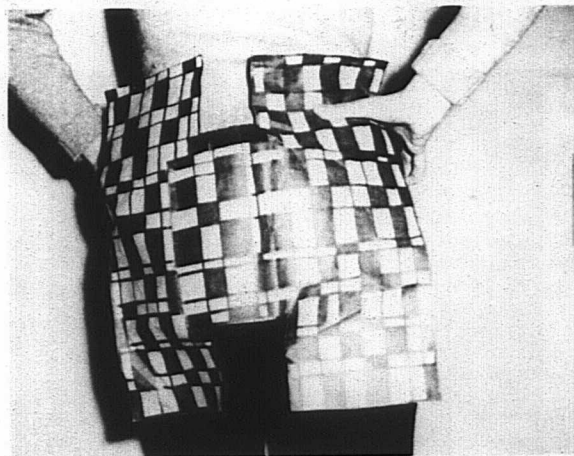
So it may be good to add the above to the continuing healthy debate about WJSL. And by the way, station manager Karen Blaisure is to be commended for her October 15 statement of purpose and testimony of the broadcasts. Do she and her crew need help? Could the citizens of this unique Christian community join students and support a full time manager so that summer and winter Houghton could air a continuous radio voice worthy of this Christian education center? There is a lot of dead space vacations and summer time. Many community broadcasts efforts enlist total support from the public they serve. Why not WJSL?

Alton Shea

Dear Carol,

In reference to Mark Cerbone's chapel last Friday, we the girls of Johnson House would like to set a few things straight. To begin with, the two girls he spoke about have already graduated.

We ask you, students, faculty and staff, to please disregard the newly found connotations now associated with "Johnson House." With his unnecessary added details as to the location of room and music



Spots From The Spot

Above: Houghton jeans... subtle, yet eye-catching. Available at monopolistic prices at your local college bookstore.

Left: Around the dial with preppies, punks, broccoli-cauliflower-nut bake and geriatric jocks.

Letters

ability, and house parents at the time, in a sense, he formed a good base for that unfortunate evil he accused all of us of - GOSSIP! Innocent names have been accused. Don't misunderstand us, Mark made a lot of good points, however, unintentionally he put a label on our house which has revealed in unfavorable comments. One last comment - We don't care whose "sexual escapades" he was listening to, however we do wonder - Why did he sit there and listen so long? After all - if he moved they probably would have stopped talking upon hearing the noise from the adjacent room.

Jackie Matzo and Dianne Johnson
P.S. To those of you who know us so well: the above is not in reference to your teasing. As you all know - we can take a joke.

Dear Carol,

In response to the recent comments made in the Star about Houghton's intercollegiate sports program, I would like to add one more comment to the record.

After listening to the argument go back and forth, many thoughts have occurred to me. First, what is the purpose of the talents that

God has given to us? They are to be used to glorify God and for His purposes. Whether your talent happens to be in throwing a ball through a hoop or playing Bach is not the issue. Both can be used to glorify God. This point seems to have been lost somewhere between petty jealousies and legitimate concerns. Yes, there are problems that need to be dealt with but not the way we are going about it now. Thank you Coach Jack for giving some of the facts on these issues. It is wrong for people to act on rumors and assumptions. But lets not ruin it by turning it into a contest to see which team can "suffer" more on a road trip. Our contests should be played against other schools not ourselves. If we spent less time criticizing departments and teams, we could all enjoy the choir concert and the basketball game more. God's talents are being used at both. Lets get our eyes off ourselves and on Him.

I am being painfully reminded that while broken fingers will heal, it takes much longer to heal broken friendships and unity. Maybe all parties concerned should read Philippians 2:2. Let us act out of one mind and one spirit. And a great cheer came out of the crowd- Amen.

Sincerely,
Lynne A. Ross

SPORTS



Taking a fowl shot

Houghton Needs You!

by Mary Beth Fuller

February's Winter Break is rapidly approaching. To some that means extra time for studies, to some it offers a chance to go home, but for others it means King's Tourney time. Last year Houghton won the tournament which The King's College has hosted for twenty six years. It began as a basketball tournament and has grown to include basketball, volleyball, table tennis, chess, bowling, running, an alumni basketball shoot, and a barbershop quartet.

The King's Tourney builds school spirit, and at the same time develops unity with other Christian colleges. The tournament is three

event-filled days culminating on Saturday night with the announcement of individual awards and the tournament championship. In addition to the scheduled activities, King's proximity to New York City adds many entertainment opportunities.

As defending champions of the King's College Tournament, Houghton will need spectators to support them as they meet the challenges of fired-up competitors. If you are interested in participating in this year's tourney, come to the organizational meeting on Tuesday, February 1, at 5:30 in the Trustees Dining Hall. Come make this year's tourney the best ever!

Women Hoopsters Defeated

by Sally Parker

The Houghton women's basketball team handed William Smith College a surprise in the final four minutes of their January 13 game. The upset came when William Smith "lost a handle on our press," according to Coach Tim Fuller.

The Highlanders trailed by five (39-34) with four minutes to go, but gained a quick eight points to win 42-39. Houghton's high scorers were Jackie Woodside (14) and Lisa Starks (12).

Two days later, the Highlanders were defeated 75-50 by Keuka College. Keuka's tall veteran team kept Houghton shooting 30 percent from the field. Woodside and Starks once again led Houghton's scoring ten points each.

In an away game at Fredonia college, Houghton was hurt by the absence of Carol Wyatt, sidelined with a strained shoulder muscle. Fredonia's full-court press, Houghton's poor passing, and 23 percent shooting resulted in a Fredonia 68-26 victory.

Finally, Houghton fell to an experienced Daemen team on Jan 24. While Wyatt remained sidelined, her replacement, Lynn Conover joined her with a sprained ankle. Houghton did, however, improve

slightly over its previous game, shooting 28 percent, but was no match for Daemen's sharp 51 percent.

"We were beat inside. And last year we were killed on (their) outside shooting," Coach Fuller explained. Four of Daemen's starters from last year returned this season. But Coach Fuller seems optimistic "With Carol and Lynn back, we can do better." Houghton plays Daemen at home on Feb. 12.

Five of Houghton's remaining games are cancelled. D'Youville, University of Pittsburgh at Bradford, and Genesee Community College have erased their women's basketball programs this semester. "They would have been good games," Fuller reflects. "We have a better team than we did last year."

Fuller looks to improved forwards Debi Patrick and Heather Lines as "important for the success of the rest of the season." Newcomers Patty Ryan and Katie Singer will help in bringing about more balanced scoring.

The Highlanders' leading scorer to date is Jackie Woodside, averaging 11.4 per game. Debi Patrick leads the rebounders, pulling down an average of six per game.



Reserve guard Rick Otis dribbles downcourt, evading Robert's Defense.

Highlander Road Success Halted

by Chuck Edwards

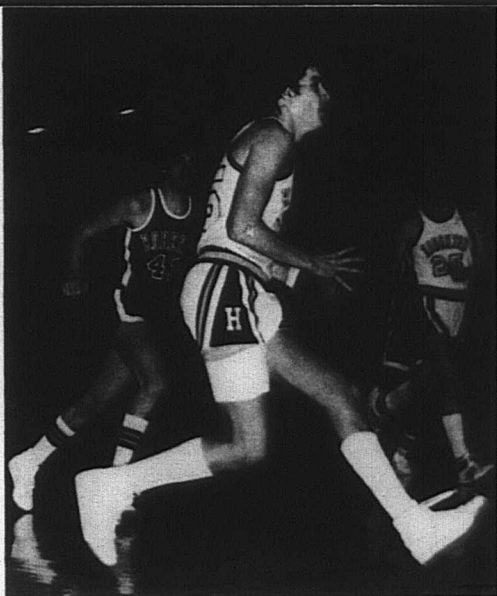
On paper the Houghton Highlanders and the University of Pitt-Bradford Panthers were matched evenly - almost to the same shoe sizes. Their records were identical, there wasn't much size difference, and both teams were lead by high-scoring guards. But, pre-game statistics don't always determine the outcome. UPB's Ken Barber must have known this. The 6ft. 4in. forward turned what was a close game (UPB 15 Houghton 14 at 13:42 of the first half.), into a near blowout by scoring 10 unanswered points.

The Highlanders retaliated. The unheralded Jeff Anspach, a 6ft. 5in. forward from Middletown, Ohio, broke loose for eight of his game high 21 points to instill hope in the hearts of Highlander supporters. This hope was short-lived as UPB took a 41-27 half-time lead. The Highlanders, despite the

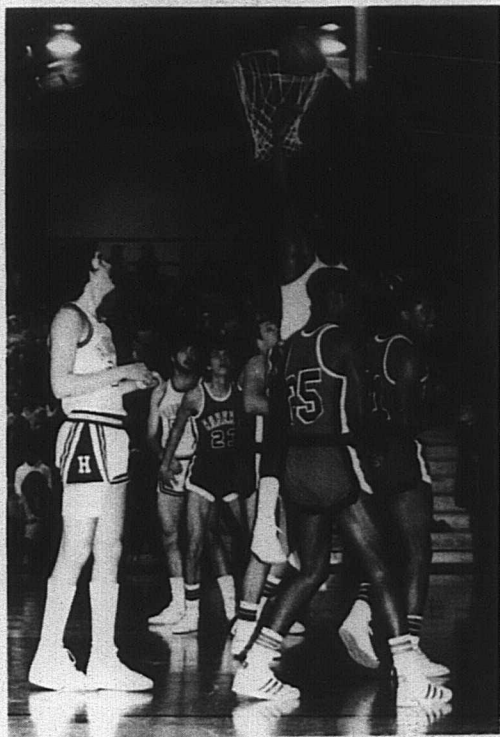
efforts of Anspach and Acree (who finished with 18 points), were never able to gain an equal footing with the Panthers. Ken Barber, who now seemed to score at will, hit from the inside and outside and later defied gravity with a high-flying slam dunk that brought the gym deliriously to its feet yelling for more; Barber delivered.

In the closing seconds of the game, Barber took off for what seemed to be a normal lay-up. He tossed the ball off the backboard, caught it, and reached back touching the vertebrae in the midsection of the spine and then propelled it through the rim. In the words of a Houghton fan, "that last dunk summed up the game." UPB 85, Houghton 69.

Three days after a frustrating loss at the University of Pitt-Bradford, the Highlanders hit the road



Jeff Anspach, 6ft. 5in. forward, takes a shot. Anspach is averaging 12.5 per game.



Houghton captain Ken Jones scores off of a reverse lay-up. Jones is averaging 16.7 points per game.

for Grantham, PA to visit Messiah. Unfortunately, they were home.

Last year Messiah lost a 65-63 decision to the Highlanders in the Kings Tournament and they seemed determined to avenge that loss as they outthrustled and outrebounded the weary Highlanders. (33-28)

While Houghton's key player, David Acree, who seemed to be on an inaccurate shooting spree, 3-15 (an abnormal shooting percentage of 20%), the Highlanders still matched Messiah goal for goal. Acree, who undoubtedly was being guarded more closely than usual, says that "they forced me out of the things I like to do, one guy guarded me while another waited until I was

ready to shoot and jumped all over me."

Teammate, Ken Jones seemed to verify this fact when he conceded that he was "more open than usual because of the pressure that was being put on Dave. Jones still feels the refs could have done a better job than they did. Jones finished with 17 points and Derrick Barnes came alive with 14 while shooting 70 percent from the field.

Houghton's record is now 11-5 as they dropped this game 61-52 to Messiah. Tomorrow, the Highlanders play Elmira at Elmira and then return home for three games Feb. 3, 8:00 Geneseo; Feb. 7, 8:00 D'Youville; and Feb. 5, 8:00 Daemen.

Pitt-Bradford 85, Houghton 69

Houghton

J. Anspach 10-1-21, P. Acree 9-0-18, K. Jones 6-1-13, R. Duttweiler 4-0-8, D. Barnes 3-1-7, B. Greenway 1-0-2.

Total 33-69.

Pitt-Bradford

K. Barber 10-5-25, L. Newsome 9-4-22, K. Rolick 7-1-15, B. Naughton 6-0-12, P. Jones 3-2-8, J. Lawson 1-1-3.

Total 36-13-85

Messiah 61, Houghton 52

Houghton

K. Jones 7-3-17, D. Barnes 7-0-14, D. Acree 3-1-7, J. Anspach 2-2-6, R. Duttweiler 2-0-4, B. Greenway 1-0-2, R. Ryan 1-0-2.

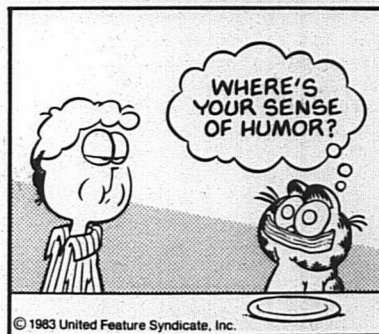
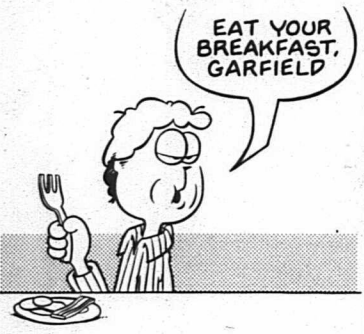
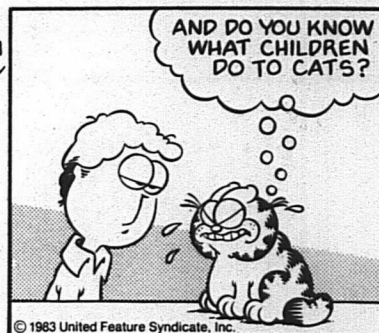
Total 23-6-52

Messiah

M. Morris 6-3-15, M. Miller 5-4-14, A. Hartel 4-4-12, D. Barnett 4-0-8, J. Reinalda 2-3-7, J. Hamon 1-1-3, E. Lapp 1-0-2.

Total 23-15-61

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