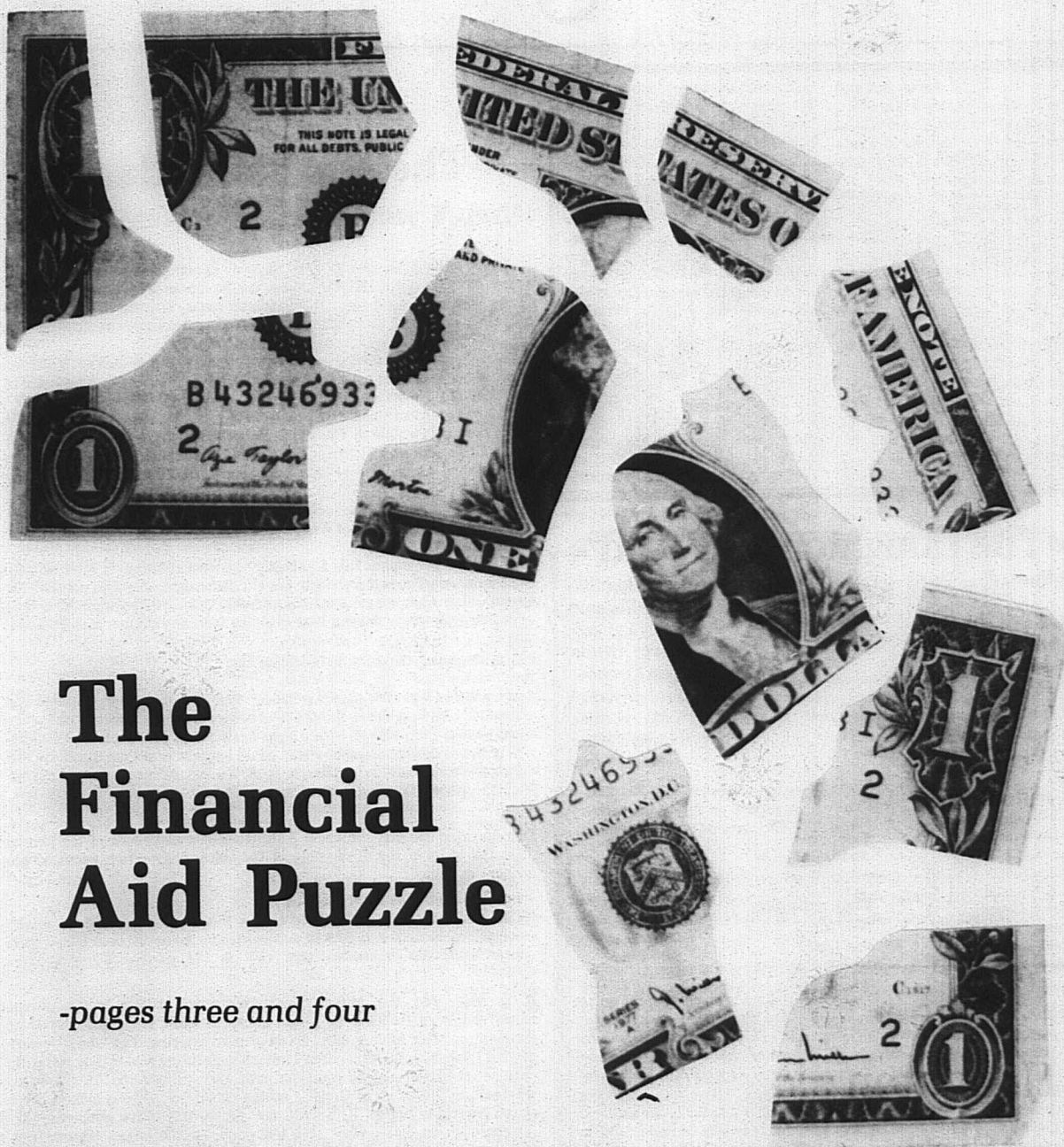


The Houghton Star

January 29, 1982

Vol. 74 No. 10



The Financial Aid Puzzle

-pages three and four

The Houghton Star



Theistic Balderdash

Every student in one of Dr. Sayers' Ethics classes must submit examples of fallacies. These examples can be drawn from chapel, sermons, professors, books, newspapers, magazines, radio, television, etc. In spite of this abundance of potential sources, Ethics students often complain that they cannot find the required examples of fallacies.

These troubled students need worry no longer- a plethora of examples glare at one from the pages of the *Bible-Science Newsletter*, available in the Willard J. Houghton Library.

The following examples all come from one article, a review of an article on Creation/Evolution by Friedman Hebart which appeared in the August issue of the *Lutheran Theological Journal of Australia*. The reviewer is a Rev. Walter Lang. The review appeared in the January issue of the *Newsletter*.

Evolution is not strictly scientific, and is really more religious than creationism, regardless of what standard one applies to define religion (my stress).

This last phrase makes this a patently absurd statement. If I define true religion as adherence to the doctrines of creationism, then I do not see how evolution can be more religious than creationism. (Never mind the oddity of a fundamentalist claiming that evolution is more religious than creationism.)

God help me to understand the following:

More and more it is becoming clearer that God put every thing into the world at once, including the physical bodies of human beings, and what has been so created comes into sight as God wills it. Our modern studies in genetics demonstrate how this could happen, and thus illustrate the fantastic statements in Psalm 139:14-16. We can, for example, put almost all the genetic coding for all sperm in half a thimble (my stress).

Disregarding the last sentence, I still cannot make sense of the above.

On the issue of the authorship of the 'second' Creation account, the author 'explains':

Likewise, he [the author of the article this man is reviewing] might accept that Genesis 2:4b to 5:1a was written by Adam because that section ends with the statement that this is the generation of Adam.

It is true that the author being reviewed might accept Adam as the author of Genesis- he might accept it while being threatened at gunpoint or after having been given a mind-altering drug (and by suggesting these hypothetical cases I am not suggesting that if they were the case, we should disregard what that man says out of hand, for if we did, we would be guilty of the Genetic fallacy) however, if he is looking for a sound reason to accept it, he will not accept the above gobbledygook.

I could go on, but I must stop lest some humanitarian organization arrest me for cruel and inhumane treatment of the mentally incompetent.

Let the above simply serve as a reminder of the sort of quackery I hope our Christian Liberal Arts education debunks.

Glenn D. Burlingame

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Stowe Combines Skill with Fine Musicality

by Jeffrey Cox

On Monday, January 25, Mr. John Chapell Stowe presented the opening recital of the Spring semester. The program covered a wide range of literature, from Froberger to Dupre.

For his first work Stowe chose to play the *Prelude and Fugue, Opus 7, no. 1* of Marcel Dupre. The work was dramatic and set the standard of excellence which prevailed for the evening. Throughout the complex rhythmic interplay of this work, Stowe kept absolute precision. He played with ease through an amazing technical display in which the musical line flowed unceasingly; the difficult pedal work was done with fluency.

The work of another Frenchman, Pierre du Mage, was also one of the evening's highlights. Stowe played a group of five short pieces from the *Premier Livre d'Orgue*. Each of these pieces used a different registration, and in his choices of registrations Stowe exploited the

design of the organ to produce interesting echo effects and to isolate solo voices.

The placing of all the Bach works at the conclusion of the program was a deviation from standard recital order. It was fitting to end with the Bach, however, as he was one of the great masters of the instrument. In the first piece, *Praeludium pro Organo pleno, BWV 552, 1*, Stowe showed brilliant technique. Stowe followed with two intimate chorale preludes, setting an atmosphere of worship in the hall. The unison speech of the pipes demonstrated the integrity of Stowe's attack on simultaneous notes.

For his concluding work, Stowe chose the *Fuga, BWV 552, 2*, which belongs to the prelude played earlier. The work was climatic, bringing to a close an inspiring performance in which Stowe displayed technical brilliance, as well as superb musicality. ★

Houghton Adds Three New Faculty

by Glenn Burlingame

Houghton College has added three new faculty for the second semester of the 1981-1982 academic year.

Richard Stegen, Interim Assistant Professor of Psychology, recently completed his Ph.D. in Clinical Psychology from St. Johns University, Jamaica, New York.

During the past nine years, Dr. Stegen worked as a clinician—doing social work, supervising foster care, serving as a community educator—in a Staten Island community mental health center. Dr. Stegen and his wife, Janet, are presently renting a newly-constructed log home on Tucker Hill Road.

Keith Gallagher, Assistant Professor of Computer Science, recently added an M.S. in Computer Science to his M.S. in Mathematics. Mr. Gallagher earned both degrees from the University of Michigan.

Mr. Gallagher and his wife, Cynthia, both received their undergraduate degrees from Bucknell. After earning her Bachelor's degree in Biology from Bucknell, Cynthia obtained a nursing degree from Cornell.



Keith Gallagher

The Gallaghers have previously lived in urban areas but welcome the change to a rural setting. Mr. Gallagher enjoys the leisurely walk to work every morning. The Gallaghers have a daughter Erin, two and a half, and are expecting another child in July. Presently, they are renting the Trumble home on Fancher Circle.

Anthony Petrillo, Institutional Research Programmer/Analyst, is working under the Title III Project as a computer specialist. His main task is to develop more efficient and more extensive use of the present computing facilities. In addition to serving the Administration in this capacity, Mr. Petrillo is teaching a course in Business Applications of Computer Science.

Mr. Petrillo earned a Bachelor's degree in Computer Science and a M.B.A. from the University of Buffalo.

Originally from Bennington, New York (near Attica), Mr. Petrillo says he naturally enjoys Houghton's bucolic nature. He also claims to enjoy Pioneer food, although he admits to having sampled very little. He presently resides in the Faculty Apartments. ★



Anthony Petrillo.

Campus News Briefs

by Karen Blaisure

In need of a summer job? See Betty Singer in the Career Development Center on Monday, Wednesday, or Thursday afternoons from 1:30 to 4:30. Applications for the summer job locator services are available anytime.

Rotary Club scholarships are available for a year's study abroad. Applications can be picked up in the Career Development Center office. Deadline for applying is March 1.

For those students who did not pass POW with a "C" or better, the English qualifying examination will be offered on February 11, March 18, and April 14, at 7 pm in W 224.

This semester Study Methods will be offered to students on a revolving schedule. Entry must be before March 11 for the completion of the course before final exams. Note-taking, exam preparations, and memory development will be studied.

The next CSO meeting will be on Tuesday, February 2, from 5:15 to 6:00 in the Alumni Dining Room.

C.A.B. is holding a study break on Thursday, February 4, at 10 pm.

Opinion

What Makes Higher Education a Sacred Cow?

The Student Senate cabinet recently sponsored a letter-writing campaign whose purpose was to lobby for the preservation of current federal student aid programs. To promote this letter drive, the Senate last Tuesday, January 19, presented a chapel designed to convince the student body that recent budget cuts made in Washington are a threat to the affordability of higher education.

The speakers personalized their message with examples of actual, though anonymous, Houghton acceptances who are not or will not be financially able to attend our institution. The orators intended to show that reductions in government grants and loans can only hurt those eager to come drink from the fountain of knowledge. President Chamberlain concluded by conceding that national security may be the first priority of Government, but that a country's true strength comes not from arms alone but from the intellectual caliber of its citizenry as well. Therefore, we should let our congressmen know that we vigorously oppose all reductions in educational assistance, else thirsty young would-be scholars will contract academic dehydration from lack of a college education. And no sovereign state can afford that.

Whereas our interpretation here may seem a bit pompous, it would be misleading to describe the Senate chapel dryly, for it was not a dry presentation. It is indeed ironic that a series of remarks given in support of academia's progress could be so thoroughly one-sided as to ignore, or to attempt to transcend, a major aim of education—the development of objectivity. We were subjected to what we called in high school "speeches to incite action."

From the outset the speakers assumed not only that educational budget cuts are wrong, but that the student body believed likewise, even as they sauntered into the building. The lecturers outlined and expounded the personal plight of "Eddie" and "Zelda", who cannot attend Houghton College next year because of cuts in Federal assistance. They hoped that personal reality of these examples would arouse both sympathy for

underprivileged prospective students and indignation toward the government for pulling the rug out from under them. Compelled to act and promised the means to start the crusade against the federal budget ax without having to go so far as to invest twenty cents in the process, the audience was supposed to bolt out of chapel with bitter cries of vengeance on their lips as they rampaged their way to the nearest post office.

This tactic—portraying as victims those affected while completely ignoring any rationale in favor of the cuts—we find especially unjust. The propriety or impropriety of the philosophy behind the reductions did not receive mention; the focus was solely on the negative effects thereof. The nature of these effects, however, forms no basis for argument, since even White House officials agree that budget-cutting is a painful process.

We would like to know if the Student Senate and the College Administration also oppose curtailment of any and all other social programs. If they do, perhaps they should have said as much. Wholesale opposition to spending cuts in human services is more defensible than opposition to a certain cut "because it hurts us." For this is what all special interest groups say. We would hear the same plea from those in CETA job training programs, those who collect welfare and those who live in federal housing. Of course, to object to all budget cuts would run contrary to what the plurality of American voters mandated at the polls. Ronald Reagan promised he would cap the growth of the federal budget and he has done just that.

On the other hand, if the Senate and Administration merely oppose cuts in student aid, we ask them what makes education a sacred cow. The only explanation offered was that education is somehow vital to our national defense; that knowledge is strength. We will not call this false, but a stretching of the truth. We see only a weak and largely theoretical connection between the highly general liberal arts taught at Houghton and the evermore technological defense sector.

The survival of private colleges should not depend on continued government assistance to the people enrolled in them. What makes the issue so sensitive is the unfortunate tendency over time for those who have received such favors in the past to come to consider them a right. But this is an illusion. Humans tend to mistake that to which they are accustomed for that which belongs to them.

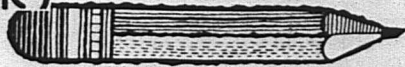
Rather, the livelihood of Houghton College should result from the influence of prayer, the generosity of its benefactors, the superiority of its academic product, the efficiency of its bureaucracy and the fiscal realism of its acceptees. To claim in addition that the government should subsidize such "independent" institutions as ours is not only unjustified, but in a sense self-contradictory.

David H. Seymour
Fredric C. Havener

Never ask of money spent
Where the spender thinks it went
Nobody was ever meant
To remember or invent
What he did with every cent.
Frost

Can anybody remember when
the times were not hard and
money not scarce?
Emerson

LETTERS



Dear Linda and Glenn,

I was disturbed by the chapel this last Tuesday, January 19. I did not disagree with the addressing of the financial needs of the student body, but the nature of the proposed solution did concern me. Foremost in my concern was the assignment of God to one side of a political issue, as was done when we were encouraged to pray that God move Congress to stifle the proposed budget cuts. Had the issue involved a distinctly religious principle, it would have been feasible to invoke God's action; but in an issue of political economy such as this, I find it very difficult to view God as siding with one political block. (In fact, it struck me as ironic that this type of thinking be present in a community in which the Moral Majority is held in such low esteem.)

Nevertheless, the problem of need stands, and the chapel was good in that it was evidence of the college's concern for our well-being. This need does make opposition to the proposed budget cuts plausible, providing, as

I have said, that the opposition does not assign its own distinctive political view to God. It also seems necessary that a school (and that Christians) refrain from creating its own political milieu, which would be deleterious to the free interchange of ideas. However, the opposition presented was based on the need of just one sector of our society. As responsible citizens, we are not to lose our perspective by an engrossment in our own, self-centered problems; rather, we should take into account the needs of the whole nation before casting our votes. This would preclude the "sacred cow" or "we need it more than they do" type of thinking that was evidenced in chapel. It is true that the role of higher education is an important one, but so are the roles of many other programs. However, if this chapel was indicative of the type of thinking that higher education is fostering, then maybe its role isn't even that important.

Seth J. Myers

Reviewing the Latest in the Financial Aid Saga

by Richard L. Wing

ALL RIGHT PEOPLE—listen up. It's time for another review of the student financial aid picture, and we're going to begin with a little quiz:

Concerning student financial aid there is: a. bad news, b. good news, c. no news, d. all of the above—You guessed it. The correct response is "all of the above," which may be as confusing to you as it is to us in the business. Yes, some of the news is bad, some is good, and some is just...well, who knows? We're still waiting to see what our glacial Congress, operating in its usual pooled crassitude, will hand us next.

To begin with the bad news. The key word is inflation. One national source said the cost of attending college went up a mind-boggling 14 percent from 1980-1981. The price of a college education (tuition and fees, room and board, books and supplies, personal expenses and transportation) has doubled in less than a decade. During that time average family income rose 90 percent.

Houghton, was able to keep costs below average for private colleges, though not by much, and our increase was less than the average jump. Even as we changed to the new flat-rate approach (covering 12-17 credit hours per semester), we held our increase in tuition and fees to just 12 percent (from \$3,499 to \$3,920). Our overall student budget increased only 10.2 percent (from \$6,100 to \$6,725, with both figures computed for entering freshmen from our travel zone.)

Now, in this constant climate of rising prices, what did government funding do? Federal budgeteers, apparently operating under the principle of "I came late so I'll make it up by leaving early," cut the flow of dollars significantly. Basic grants (now called Pell grants) dropped from the old \$1,800 maximum to last year's \$1,750 and down to the current \$1,670 ceiling. Interest on guaranteed student loans (which are also called higher education loans) went from seven to nine percent and a loan organization fee of five percent was initiated last August. (For a maximum loan, this fee takes \$125 off the top, but leaves the student with the full \$2,500 to repay. In addition, the funding for supplementary grants, national direct student loans, and the ever-popular work-study program also got shortened by the slash of the fiscal machete.

This is a good spot to turn from

merely opinionated reporting to sharing some overtly editorial comments.

Faced with a widening price-aid gap, students may contemplate several options: postpone schooling; drop out, perhaps long enough to amass more cash; proceed straight to VoTechInst and learn a trade; change from fulltime to part-time attendance; or gravitate down the collegiate ladder from private to public, and from public to community.

More than a few pundits feel the last option will be a common choice. In fact, the newly inaugurated president of one western New York community college told the press that he thought the economic crunch would benefit his school greatly, as more students compromise their educational plans by moving to Hometown C.C.

Such a shift will also produce a pecuniary dilemma: considering that private colleges depend on tuition for 65-70 percent of their operating revenues while at state colleges tuition only covers 20 percent, the net effect of a movement from private to public colleges could well be an increase in taxes to fund public education. Now, that wasn't what the tax-and-funding people had in mind when they began all this, was it?

Now the good news. Probably the brightest spot in financial aid for the next year's New York-resident freshmen and sophomores: the NYS tuition assistance program now sports a \$2,200 top grant, up from \$1,800. The minimum award has likewise increased, to \$250. Also, for all New York students, the new state net taxable family income ceiling for TAP eligibility is \$25,000. (As a rough rule of thumb, this could mean a federal adjusted gross income of \$34,000-38,000.) All together, these changes are quite significant for Houghton, because 70 percent of its students come from in-state.

Here are a few other items which at least appear to glimmer, if not glow:

Houghton has aggressively recruited new scholarship endowments and annual fundings, especially for students who traditionally are in tighter-than-normal financial straits.

Many Houghton scholarships are tied directly to the annual student expense budgets, providing a cost-of-schooling increase as prices climb.

There's a new state loan program, bearing the interesting acronym ALAS (Auxiliary Loans to Assist Students), which opens up another source of dollars. As you might expect, these dollars cost more to rent than do the GSL ones: the interest rate is 14 percent. And payments start 60 days, both for parent-borrowers and independent students will pay only interest charges (no principal) until schooling ends.

Another positive item is Houghton's continued dedication to providing high-quality, yet affordable education. We are using a federal grant to take a careful management look at ourselves—to firmly codify our mission and define our goals. The next step will be to put our limited financial resources to their best possible use in accomplishing these goals. We've already pledged ourselves to tighten our belts another notch again this year, before we ask students to do the same.

On to the department of no news—the space where we prognosticate what might lie beyond the horizon. This is the realm of arm chairs; real news will be slow in arriving.

Two thoughts seem to capture the essence of our situation:

"Business will be better or worse."—Calvin Coolidge (such clarity!)

"If the nation's economists were laid end to end they would point in all directions."—A.H. Motley

Let us presume that the item of first concern is future federal funding. On one hand, many resident sages speculate that inflation will continue but with smaller numbers. On the other hand, most education agencies agree that further program cuts lie ahead.

Their guesses range from the 12 percent shrinkage mandated by the FY82 Continuing Resolution, to a catastrophic halving of appropriations—even to the point where it will "call into question the longstanding federal role in support of higher education," according to the American Council on Education. Without question, we're persuaded that more students will be trying to get by with less aid.

One of the basics of all fiscal surgery is the Goliath principle: whack at the biggest item first. That means the GSL program, which is a mainstay for Houghton students. Nationally, this offering has been so popular that loans now total more than \$25 billion and operating costs now exceed \$3

billion a year. For comparison, these costs equal about 150 percent of the entire annual pricetag of the basic (Pell) grant program, including the money given away. Possible GSL prunings include dropping the grace period (now six months after schooling ends), imposing a needs test for all who apply (instead of just for the over-\$30,000 group), doubling the loan origination fee, and increasing the interest rate.

Other items on our no-news list:

—the size of the federal cuts for FY1983-84 and beyond,

—the fate of the U.S. Department of Education,

—the changes to be made in the family contribution schedule (probable increases),

—the possibility of a tuition tax credit,

—the redefinition of independent student status (because of abuses).

Despite such a Cassandra review, there is much to be positive about.

First, of course, is the need for well-educated men and women, which never has been greater. The church, the world, and the nation have almost limitless spaces for those who have achieved a balanced combination of the personal education that Christian liberal arts offers plus the practical education for life vocation or advanced schooling which specialization in one or more academic disciplines creates. To provide such education is why Houghton exists.

Second is the fact that college is possible—and will remain so. While the difficulty factor does seem to be increasing and a bit more strategy and sacrifice may be called for, you can go to college. Attendance was never easy, and more aid is still available than could be had during most of Houghton's 99 years.

Third, voices from the past encourage college attendance. Consider the words of Robert M. Hutchins, who wrote, "A liberal education frees a man from the prison-house of his class, race, time, place, background, family, and even his nation."

And as attributed to Ben Franklin, this thought: "The only thing more expensive than education is ignorance." *

Reprinted from the Houghton Milieu

Poet Chad Walsh Discusses Freedom and Form

by Linda Ippolito

Chad Walsh, author of over twenty books, six of them poetry, visited Houghton College from January 19-21. On that Thursday, Walsh spoke in the Creative Writing: Poetry class and read his poetry in chapel and again in the evening at a well attended poetry reading.

The sixty-eight year old poet was born in South Boston, Virginia, received his B.A. in French from the University of Virginia and completed his graduate work at the University of Michigan. He served as English Department Chairman at Beloit College and was a founder of Beloit Poetry Journal. Walsh plans to go to Finland in March to give a series of lectures on contemporary American poetry. His latest book, *Hang Me Up My Begging Bowl* may be ordered through the College Card Store.

After his arrival last Wednesday, Walsh sat down with Dr. Basney, Professor Leax, and myself for this informal discussion.

Basney: I wonder, is it a disadvantage for a poet to be a teacher of Literature, a critic by profession?

Walsh: The question has often occurred to me. It is possible that one can get sort of muscle bound, analyzing everything he did and losing spontaneity. I think it could happen, although I'm not sure it happens very much.

B: It all depends on whether you're comfortable in the academic world.

W: I've never felt an inhibiting influence myself. My poetry always got a more sympathetic reception from my academic colleagues than from the businessmen down home.

Ippolito: How do you view the development of a poet in the academic setting; specifically the student-teacher relationship?

W: I think teaching a course in creative writing or in writing poetry is a very perilous kind of activity. Your relation with the students is likely to be a more intense one than when you're teaching something more impersonal than poetry. So the chips are sort of doubled as it compares to teaching mathematics or physics or history of English literature.

As far as the poet's development, I think that the academic setting is really good for a poet regardless of what age he is. There are other people around who are interested in poetry; he can show his stuff to them and read their stuff, sort of a supportive community. I don't really think it produces greater poetry to have somebody starving by himself up in an attic.

B: Some colleagues of mine and I were talking last night in general about the problem of teaching; one of the gravest dangers of teaching in a place like Houghton is the danger of becoming a master to a series of disciples...this may be a terrible thing to have happen, but I wonder in some situations if it isn't almost inevitable.

W: In my own case, I don't think I tried to imitate my teachers much, but instead the poets I read in books.

I: What authors would you consider your primary influences?

W: My two biggest influences were Frost and Auden, a rather odd pair. A lot of others were foreign language poets, because I was always taking courses in foreign languages...but of the English poets, certainly Chaucer...Donne, Herbert, Keats, and with six exclamation points, Yeats...I don't know how much I imitate them, but I certainly enjoy them.

I: When did you begin writing poetry?

W: I began at the age of ten because my teacher gave us the assignment to write a poem. I don't think I'd ever written a poem before, but I got very excited in the process of doing it. It was a structured poem with rhymed and stanza form. I can't remember much of it, but maybe I can recall the last few lines:

*The leaves are falling fast,
Many of the birds are missing,
The cat will stay to the last.*

I: When did you realize that you are a poet or choose poetry as a career?

W: Almost from the beginning: at age ten I said, 'I'm a poet'. I have since grown to dislike that way of putting it—I prefer to say now that I write poetry. Saying that I am a poet makes it sound like a distinct species. But in my romantic way, that's the way it happened.

I: Many times when we discuss a...I just almost used the term poet—

W: That's okay, it won't bother me.

I: But it may bother me now...Professor Leax has often—

Leax: Ah, here's when I find out what I've been saying...

I: —spoken of the poet's life as a metaphor. How do you see the poet's lifestyle?

W: I don't think he's all that different. Most of the things that poets do and think are things that other people do and think. We split wood just like anybody else when we have a house that needs to be completed. I think of a poet rather as a person with one enormous specialized talent...to write poetry, when he does that he's doing something other people can't do or can't do as well. A great deal of his life may not be different—he may even get married and stay married, although a majority of them don't.

I: You do some very interesting things with words in the poem "For Save of Give Forgive My Soul" (From the book, *Hang Me Up My Begging Bowl*). Would you comment on your use of language in the poem.

W: I have to admit that in the beginning I was just playing around with language in the way I think e.e. cummings did. But the poem progressed and finally began to say something...do you have a copy of it there? If you're talking about the ideas in it, it starts out with 'hand me down my begging bowl' and ends with 'hang me up my begging bowl', as though the begging bowl is no longer needed. The begging bowl refers to the custom of some Buddhist monks who walk out into the streets of the village carrying a bowl and people put little scraps of food in it; that's the way they're fed. I think in the back of my mind was the thought that one does not have to beg salvation; Christianity offers you something that you haven't begged for—"hang me up my begging bowl". A lot of things I really can't explain rationally, I like the sound, but I'm not exactly sure what it says.

I: In Jeanne Murry Walker's essay (*For the Time Being*), she comments that breaking with traditional syntax frees the poet and allows the meaning of the poem to be expressed in a less conventional way.

W: Sometimes the literary critic knows more about the poetry than the poet himself, but sometimes...I think it works that way. It sort of opens the language up.

I: What do you consider to be the difference between public and private verse. I don't mean private in that it's unpublished, but compare, for example, your elegy for President Kennedy and "For Eva My Wife".

W: Well, I think the difference is fairly obvious. If understanding a poem depends on some prior knowledge that the reader has—the name of your pet parrot or something like that, that's one thing. It's another thing if you set out to be a kind of bard, a spokesman of the consciousness of the people; that's what I was doing in my poem on Kennedy. I deliberately wrote in a kind of archaic style because I wanted the role that poets had in say, classical Greece; they were the ones that brought together and expressed the deepest preceptions of the ordinary people.

I think I write both kinds of poetry. A lot of it you'd understand better if you knew me and my family better. But I think even there the personal references are usually transparent enough so that they won't throw you too much.

I: Let me re-ask that question: In introducing your work in one of my classes, one of the poems we looked at was the dedicatory poem that begins your latest book (*Hang Me Up My Begging Bowl*)...it seemed that in the kind of love poem used you have a private poem in a public occasion—like in a Wedding service, where you have a private vow made in public; it's something that's happening on a private level but it's



"...one of the gravest dangers of teaching in a place like Houghton is the danger of becoming a master to a series of disciples..."

"I'm a great pragmatist; anything that will get me a good poem, I'll do, even if its punishable by five years in prison."



sacramentalized in a sense in that the public is brought into it also as witness.

W: I like that way of putting it. I think I'm not going to add to it.

L: I guess those are the best questions, but I shouldn't flatter myself.

L: The creative process in some poetry is sparked by a visual experience for other poets it's sound or even the sounds of words. What is it that usually inspires you?

W: ...I take a pencil and a sheet of paper, maybe close my eyes, and write down any words that seem to come. Then all at once I write down something that seems to click, something I think is pointing towards a poem. I then turn the unconscious mind off and the conscious mind on and start working at it quite rushedly, trying to see where the first line will lead to, then the second, and so on. So very often the poem starts for me in some confusion or playfulness then gradually come to a focus. That's one way.

Another way that a lot of mine have been created will probably horrify you: they've grown from technical experiments. I would invent a particular rhythmic pattern and set out to write a poem conforming to that pattern, not worrying at all what the poem is about, but just whether it fits the pattern that I've already created. I'd say some of my very best poems come into existence that way.

L: How does this go along with your comment that a form should never be imposed upon a poem (*Doors Into Poetry*)?

W: This seems to violate that, doesn't it? I'm a great pragmatist; anything that will get me a good poem, I'll do, even if its punishable by five years in prison. I have found it can work both ways. You can aim at saying something in the content of a poem, and in the course of saying it as well as possible, develop a particular form or structure for that poem. But what I've discovered more recently is that you can do the opposite thing and create a poem in a form the generates its own content. My advice to any poet is to experiment: try anything, no matter how crazy it seems, holding fast to that which is good.

B: Is there any sense in which the form, once invented, provides the conscious mind with a focus and frees it? The phrase that comes to mind here is one I heard somebody quote from C.S. Lewis from a personal conversation: in some sense the conscious mind [is given] its hobby and letting the unconscious mind fill the form up. You mentioned a moment ago turning the unconscious mind off and turning the conscious mind on. I'm sure it's because I'm not as disciplined as you are, but I can't seem to do that; the poem comes out in fits and starts and it does so because I can't trust either the conscious or unconscious mind to carry it, so I'm sort of shifting back and forth.

W: In actual practice, I'm probably doing that too. There'll be times when the rational mind will be in control, then the unconscious will whisper things, and I'll think 'gosh, that sounds interesting', so I explore that.

B: I was wondering if having a form already set up can sometimes serve to occupy the conscious mind and let the unconscious go about its business.

W: I think so. I find it I have a rather strict form set up the words that I use are likelier to be wilder and more flamboyant than if I was writing free verse. I think that's partly because it gives room for the unconscious to roam around and come up with all sorts of crazy combinations of words that might never have occurred to one otherwise. So in a curious way, form can liberate you and so can free forms.

Some years ago I began to feel that I was too obsessed with form and I needed to loosen up and become more flexible, so I decided I would tape-record my poems and I did so for the next year or two. Almost every poem I wrote then was originally done on tape then transcribed. That did limber me up a great deal, but then I began to want more discipline; I began to miss the very thing I was rebelling against. *

Poetry By Todd Scull

Reconsidering Through a Sight

He fights me in open fields
we might have played football on
(a less crueler game).

His rolled-up sleeve expose his
human arm--veined
as he strains to
throw a grenade that could have been
his dog's stick.

He looks so much
like so many I've known
and not killed.

I close my eyes
and squeeze the trigger.

My Old Man

I've walked these steps
with you before, old man. I've fallen
for your familiarity--your paper-bag
wrinkled face and calloused-tan
hands, swollen
from dirty work.

My thoughts of death
are all for you.
In your weakness
it would seem to take so little
to bring about your end.
But those miserable hands
claw those miserable yellow fingernails
deep into my chest, to bring
your paper-bag wrinkled face
to mine; and you do nothing
but scream, and I do nothing
but cry.

Gravity

My feet rest quickly
on the flesh of this earth--returning
from separation.

Observe the grace
in my fall.



Chad Walsh autographs his latest book for Dr. Basney.

Sports

Ps. 37:23

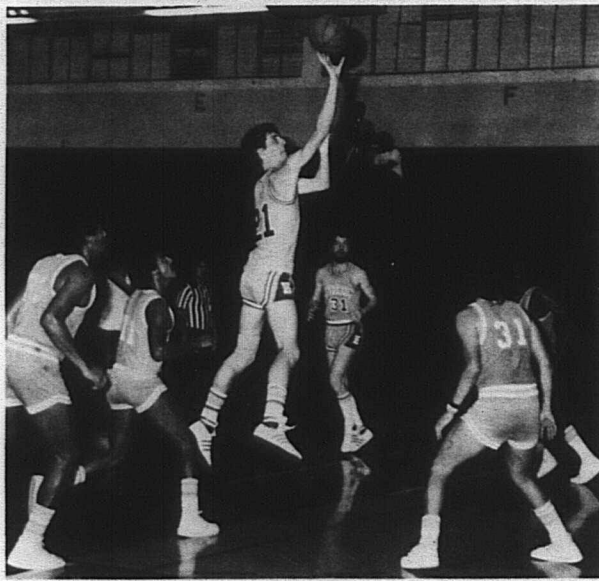
Hoopsters Hit Hawaii

by Bill Greenway

The Houghton Highlanders started the New Year with a trip to Los Angeles to take on number one ranked Biola. They made Houghton their fifteenth straight victim, after fielding the tallest team Houghton has ever faced with two 6'5" guards, and a 6'10" center backed up by a reserve center who was 7'8" (not a misprint!).

From Los Angeles the Highlanders flew to Hawaii to take on Hawaii-Pacific where they went down 83-92 and 67-71. The big game was against Chaminade University. The Silver Swords of Chaminade had beaten Division 1 South Carolina and lost to NCAA No.2 ranked Virginia by 6 points. The Highlanders played a carefully controlled game which completely disrupted the running style of Chaminade. The game was close all the way before Chaminade finally won by a basket 39-41.

The Highlanders played their last two games at Hilo University and although the games were close they lost in the final minutes to a fine Hilo team 58-63 and 74-78. ★



Above: Tedd Smith shoots for two.
Below: Dave Acree leaps for a rebound.



Houghton Women's BB Begins Slowly

by Kate Singer

The women started the second semester with a game against William Smith which showed the good and the bad of the team. The bad was the lack of tough defense and failure to get the ball inside in the first half. The women came out of the locker room with the good (defense and patience) to make an excellent showing in the second half. The final score was 61-32.

Last Saturday Keuka College came to town for a tough game. The Highlanders simply were not tall enough to control the boards and lost 67-47. The game saw several encouraging scenes: The return of high-scoring, co-captain Karen Woodmansee after sitting out last semester with a broken ankle, and the scoring power of freshman Dor Young (14 points) and Jackie Woodside (10 points). ★

Jetlagged Highlanders Drop Two out of Three

by Andrew VanSkiver
and Kevin Willies

After an exhausting eleven day trip to the winter paradise of Hawaii, the Highlander basketball team returned to the arctic north to face Alfred University on December 13 at Alfred.

The squad performed impressively leading by 7 with 4 minutes remaining in the first half. Alfred took command, however, with a devastating full court press which took its toll on the jetlagged Highlanders and cut the lead to 3 at the half. Alfred went on to win 85 to 74. Webb and Acree led the Highlanders with 15 points a piece. Jones and Carrier followed with 13 and 10 respectively.

The following night Houghton was on the road again facing Nazareth College. The Highlanders were thrashed in the first half by a score of 41 to 25. The second half saw the Houghton hoopsters outscore the Golden Eagles by 10, but still fall short at the final buzzer, 92 to 86. Glen Webb performed well offensively, netting 26 points, followed by Jones with 18.

Saturday, December 16, Roberts Wesleyan College invaded Highlander territory with a squad of seven players. Roberts' hopes were shattered by a superior Houghton team. The hot-shooting Red Raiders stayed close to the Highlanders throughout the first half, but could not manage to break into the lead. The Roberts guards were frustrated by defensive artist Bruce Makin as he consistently picked them clean. Houghton led at halftime 38 to 34.

The second half saw Houghton extend their lead and with 12 minutes remaining in the game, Tedd Smith began the blow-out with a two handed slam-dunk, followed by Webb with an impressive reverse smash. The Highlanders then coasted to an important victory. The final score was 88 to 68. Leading a well-balanced scoring attack were Webb with 19 points, followed by Acree with 18, Jones with 16, Anspach with 13, and Smith with 12. Carrier and Makin had 6 and 4 points respectively. Bruce Makin was named defensive player of the game. ★

Women Runners Sweep Track Events

by Gene Ayers
Assistant Track Coach

On January 22, the Houghton College Track team sent nine students, five men and four women, to an invitational indoor track meet hosted by St. John Fisher College. The Houghton women were able to win every event they entered.

In the first event, the 3.1 mile run, Colleen Manningham and Laurie Morris finished first and second respectively. In the next two events, the 1500 meter run and the 600 meter sprint, Roberta Hoyler and Jona Paris took the firsts for Houghton. In the 1500, Laurie Morris took fourth.

The next event, the distance medley, was the meet's most outstanding race. The four race-weary Houghton women matched up against a fresh Brockport team. A tired Laurie Morris could not keep pace with the first Brockport runner. Jona Paris made up some of the distance in the next leg. In the third leg, the 1200 meter, Roberta Hoyler sprinted past the Brockport runner. Anchor, Colleen Manningham, despite losing ground in the middle of her 1500 meter leg, finished very

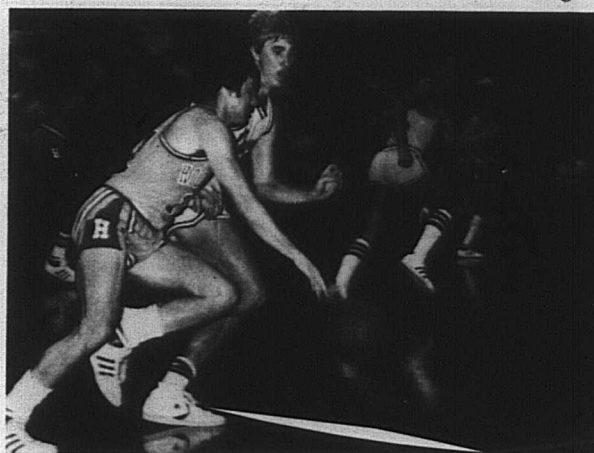
strongly, edging a quickly tiring Brockport runner, giving Houghton four victories in four attempts.

In the final event, the 1000 meter run, Roberta Hoyler garnered another first, while durable Laurie Morris snatched fourth place.

The Houghton women were able to produce this outstanding performance despite a near catastrophe. In the distance medley, the Houghton women exchanged footwear as well as batons. Jona Paris left her running shoes at Houghton, forcing her to use Colleen's shoes which she, in turn, had to give back to Colleen in the middle of Roberta's run.

The men's team—Rob Coy, Rick Dietz, Dave Reither, Chris Pollock, and Monty Flagg—did not fare as well. Rob Coy turned in outstanding performances in the 1000 and 1500 meter runs, capturing thirds in each event. Chris Pollock placed second in the pole vault with a jump of 11'6".

Despite their outstanding effort, the Houghton women, having no competitors in the field and hurdling events, were unable to bring home the first place team trophy. *



Bruce Makin dribbles past his defender.

Women's BB Wins First Game

by Kate Singer

Finally!! The women's basketball team finally got not one, but two victories last weekend to make their record 2-8.

Last Friday the team met D'Youville College, a team that beat Houghton by 4 points earlier in the season. Although the team's shooting was not the best, the team came through with 37 points, two more than D'Youville.

The excitement from this first win continued on into Saturday as the Highlanders traveled to U. of Pitt. at Bradford. Houghton played inspired basketball until the final buzzer, losing by a score of 46-44. Carol Wyatt and Jackie Woodside kept Houghton alive with their awe-

some shooting performances scoring 16 and 20 points respectively.

The good play, determination, and hustle continued as the Highlanders hosted the Eisenhower Generals on Monday. The women passed right through the Eisenhower press to grab a 16-13 halftime lead. In the second half, Eisenhower tied the game and took the lead. The Highlanders on the defensive drew fouls which sent Dor Young to the line to sink two important free throws, and later with just 5 seconds left in the game, Kathy Banker went to the line with the score 46-45. Kathy put the lid on the coffin after sinking the first and nailed it down when she hit the second!

Men's BB Dazzles Eisenhower

by Andy VanSkiver

On Monday, January 25 the Houghton Highlanders took the court against the highly touted Eisenhower Generals. Unfortunately, the Generals came on the wrong night. Newcomer Ken Jones put on an incredible display of inside shooting. Scoring Houghton's first 13 points, Jones thoroughly destroyed Eisenhower's front line, producing an early 13-7 lead. The six point lead was maintained until the eight minute mark. Then Glenn Webb made one of his six steals. The ball went to Derrick Barnes, who flipped a behind the back pass to Webb who finished the exciting play with a one hand, spread eagle, slam dunk. From there the lead increased until at half-time the Highlanders led 41-29. The second half saw the team play exciting offense and solid defense. In the second half David Acree added two one hand dunks, helping the Highlanders to a final winning score of 89-68. Glenn Webb led the offense with 28 points followed by Jones with 19, Acree with 12. Tedd Smith also tallied 12 points and added seven steals. Jeff Anspach, playing with a painful foot injury added 10

points. The next home game is Saturday against Nazareth. *

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But what we find today is that evolution is ruining science, with its unnecessary fears about nuclear power plants, a supposed population explosion, and extreme ecological concerns.

The Bible Science Newsletter

GUIDE TO A NUCLEAR EXPLOSION

...FOR THOSE WHO THINK WE COULD HIDE FROM ONE...

25-MEGATON BOMB,
DETONATED 3 MILES
IN THE AIR.

200-MILLION-DEGREE
FIREBALL, 8 MILES HIGH,
VAPORIZES EVERYTHING
WITHIN 6 MILES.

WITHIN 80 MILES, EXPOSED
PEOPLE SUFFER FROM
BURNS, BLINDNESS,
FLYING DEBRIS.

WITHIN 30 MILES, HEAT
WAVE INCINERATES
EVERYTHING FLAMMABLE,
BLAST WAVE PULVERIZES
EVERYTHING ELSE.

30-MILE-HIGH CLOUD OF
RADIOACTIVE DUST SPREADS
RADIATION OVER THOUSANDS
OF SQUARE MILES.
"SURVIVORS" FACE
RADIATION SICKNESS,
EPIDEMICS AND
CONTAMINATED AIR, SOIL,
FOOD AND WATER...

BEN SARGENT

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