

MILIEU

Houghton College Bulletin

Spring, 1973



"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image — a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

So says Dr. Ernest L. Boyer, chancellor of the prestigious State University of New York, one of the two largest and most influential state educational systems in the nation. When a man of Dr. Boyer's stature makes such a statement it prompts searching questions: Where is Houghton going? Should it continue? Can it continue? How continue? Who's asking?

In a broad sense, government and higher education are asking. Closer to home some alumni are asking. Business and industrial contributors are asking. Certainly those charged with administration of the college, finances and admissions are asking.

In this issue of MILIEU is a report on the health and problems of American higher education and particularly dealing with the question, "Can We Save the Individuality of our Colleges?" As in many such reports, the diagnosis is clearly outlined and documented. Remedial action, apart from generalized guidelines, is largely left up to the patient.

On the first three pages inside, MILIEU presents highlights of a panel discussion dealing with perceptions of Houghton's role in education and its prospects for continuing its contributions. The panel

(Continued inside cover, column one)

Winterim Course Explo

"Music hath charms to soothe..." said William Shakespeare, and it was this principle that formed the basis for Music Therapy: An Uncommon Cure, a unique course offered during the recent January Winterim.

Conceived and taught by Assistant Voice Professor Terry Fern and Dr. Harold McNiel, Professor of Brass Instruments, the course afforded Houghton students their first opportunity to explore and put to use music in a therapeutic sense. Music Therapy was unknown before World War II. Now considered one of various psychotherapies used in medicine, it gained recognition as well-known musicians performed in hospitals — keeping records of program types presented and subsequent patient response. From such experiences it became clear that patient behavior could be changed for the better through music properly planned and applied. Today's therapists draw on these findings and a continuing body of research.

Morning sessions during the Winterim emphasized planning for field work in the afternoons. Students were involved with geriatric patients and special education classes for adolescents at the nearby Belmont Cooperative Educational Services center. Through the 11 field trips to Belmont and nursing homes in Nunda and Castile, the students gained in Professor Fern's words, "Invaluable experience in helping others through music... as a means of helping them to function in society through the demands music places upon an individual to interact again with others; to increase self-esteem and improve self-organization."

Speaking of the geriatric patients, Professor Fern said, "being placed in a nursing home is usually quite a traumatic experience... many are disheartened and depressed... society no longer wants to spend its time with these people... and their reminiscences. Music is an excellent way to stimulate them emotionally and physically." After four visits, one woman who never used her left hand any more, was induced to play bells, a musical instrument she could lay on her lap and, by striking various pitched notes, play melodies. Gaining confidence she became enthusiastic about learning another instrument. Applying music therapeutically, the Houghton student gave her a rhythm instrument that required her to hold it in one hand and strike it with the other. Nurses and other patients commented on the regained use of her left hand.

What appeared to be tolerance on the part of some patients proved otherwise. One student was introduced to a patient's visitors as "my music teacher" and the guests were asked to "sit down and listen."



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itself was presented during the regular morning chapel service of February 21. Comments included in the article cover this presentation, a pre-chapel brainstorming session, and a post-chapel luncheon discussion. Because of time limitations, the panel limited itself to just a few of the points tending to homogenize American higher education: changing students, the trend toward central control, the money crunch. While the panel did not conclude with a how-to list, their comments indicate directions in which they are thinking and suggest choices Houghton and its supporters must make, or must not make, to preserve distinctives she feels comprise her God-given mission. Houghton would be wise to engage in construction future models. While the future is inevitable, we are responsible to shape it so far as is possible. In "Future Shock" Alvin Toffler points out that persons and organizations pursuing such studies also develop a creative adaptability.

The panelists — two students, two faculty members, an administrator and a trustee — spoke their own minds disavowing that their insights were necessarily representative of the thinking of their respective groups. MILIEU urges you to read both articles, think through the alternatives, then lend your ideas, your prayers and support. —DAL

res Music Therapy: An Uncommon Cure



Said the student, "since then she has become more expressive . . . she smiles, laughs or nods approvingly . . . so different from the lady who previously wrapped herself in a tolerant mask." The most remarkable experience of the two weeks at the rest homes was the program on the last day when patients joined with students singing and playing instruments they'd learned. A nursing home administrator noted that the patients responded to the group with enthusiasm. Mr. Fern attributed this largely to the fact that the patients were being involved."

The most visible accomplishments were at the Belmont classes. Unlike the geriatric patients, several of whom had some music background, these adolescents had little prior experience other than music heard on radio or TV and even less interest. What began as 45-minute group therapy sessions became 90-minute music lessons as students expressed enthusiasm for learning to play drums, guitar and piano.

"My hand isn't big enough, do you have a smaller guitar?" asked one special education youngster. Professor Fern wonders if the larger question might be, have we a real commitment to helping others take their normal place in society?" As Christians he believes that "Music Therapy, whether on a volunteer or professional level, should have a place in Houghton's curriculum.

"Winterim provided a unique opportunity, but two or three weeks is by no means sufficient time to deal with anyone in these situations." Several students are pursuing studies in this "uncommon cure" in independent projects this semester. Response by students, by institutions and by patients gives Professor Fern hope that a semester course and lab can be developed in this field.



The Panelists

Mr. Richard Alderman is Director of Admissions at Houghton. Before coming to Houghton in 1971, he gained experience working with high school students as Principal of Canisteo (N.Y.) High School.

Mr. Richard Horner, a junior from Cherry Hill, N.J., is majoring in history and minoring in music. He is a member of the Dean's Liaison Committee and participated on last Fall's Current Issues Day Panel.

Miss Elizabeth Kurtz, a humanities and English writing major, is a senior from Bellwood, Pa., and will graduate summa cum laude in May. President of Brookside Women's Residence, she has worked on all three of Houghton's student literary publications.

Dr. Katherine Lindley is Professor of History and Head of the History and Political Science Department. She earned her B.A. at Houghton and an M.A. and Ph.D. at the University of Wisconsin, 1946 and 1949, respectively.

Dr. Frederick D. Shannon, Academic Dean designate, is Professor of Chemistry and Director of Summer School. He earned his M.S. in 1959 and his Ph.D. in 1964, both from the University of Akron, Ohio.

Mr. Herbert Stevenson, Spencerport, N.Y., has been a member of Houghton's Local Board of Trustees for parts of three decades. He has been an engineer for Eastman Kodak Company for more than 30 years. An alumnus of Houghton, he has sent two children here.

What Is so Special about a Christian College?

Shannon: We're different because we're Christian. And yet that really doesn't say anything. What is our reason for existence? What are our quanta of individuality? Should they, could they and how can they be preserved?

Alderman: I've had to anticipate what kids will ask (prior to applying). They want to know what's different. What do you teach on evolution? How's it different having Christian professors?

Lindley: I think we fall into the trap of identifying too closely with society and aren't aware that we're a minority and increasingly a minority. Historically a society has perpetuated its values via its educational system. We have no reason to think that's different in this society. Well, if the value system to be perpetuated is different from our own, maybe we won't be allowed to function within that structure. Or maybe we cannot and maintain our Christian commitment.

Shannon: What you are saying then, is, does Houghton College or will Houghton College satisfy the needs of education as the society of 1980 perceives them?

Alderman: The man in Pennsylvania equivalent to New York's Nyquist says that 20 years from now very few of our kind of institutions will exist. The main reason given: financial problems. Contributory factor: out of touch with needs and in his mind the large university is still in touch with them.

Shannon: We will assume that society will continue to permit through its legislation, its educational structures, its attitudes and values an institution of higher learning such as Houghton College to exist in our peculiar way with our own individuality if we continue to satisfy or contribute to society's needs as they perceive them. What is our reason for existence?

Kurtz: Well, that question can be divided into parts, I suppose. What is our reason for existence now, and what should our reason for existence be? The reasons are stated in the catalog: That we may offer Christian education to furnish men and women of Christ to go out into the world and confront the world with Jesus Christ.

Stevenson: I agree with that. Houghton is unique to me. I think of it as God's Island with an excellent environment, so clear that students can focus their lives on the plan God has laid out for them. This is really what I think Houghton is.

Lindley: If I had to summarize our function it would be we are 1) Christian, 2) liberal arts, 3) a college.

Alderman: As Christians we have territorial responsibility — there aren't many colleges of our nature in this part of the country.

Shannon: I am reminded of the Bible admonition that we are peculiar people, that we are different mainly because of our focus on Jesus Christ. What should we strive for, what individualities will conform to Jesus Christ in 1980, yet also permit us to be attractive as a liberal arts college?

Horner: What we need to establish more than anything else is that we have a world view that is different and in opposition to the secular university's world view. I question very strongly whether the secular universities themselves really have individuality or whether they're talking more about freedom. In many cases what they want is freedom to be what they are even if being what they are is what the other four dozen institutions in the state are also. This is where our institution can really come forth with individuality by a distinctive world view. What scares me as I think about where we are right now and where we head in the next 20 years is the problem of basing our individuality on trivia rather than on something that really makes a difference in the world. If we continue (this might be unfair but I'll use it anyway) to base our individuality on something such as a legislated life style and use that as the expression of our individuality, then we're in trouble as far as survival or as far as influence on our society now or later.

Kurtz: I agree fully with Rich. I think Mr. Stevenson's visualization is an inadequate one. When you start conceiving of Houghton as a place where Christian students come aside and meditate on what they're going to be doing for the rest of their lives, then you're letting yourself open for the ingrown, rather petty concern with triviality that we would not stand in a danger of if we had a more open-air policy; if we were not trying to maintain our isolation, not maintaining the breakdown in communication that apparently Christianity has had with the culture as a whole. I think this is what Houghton is trying to do currently. I think perhaps we're stagnating.

Shannon: Mr. Stevenson, would you like to respond to that? Stevenson: No, I don't think so. My point simply was that as administration and trustees we should try to provide this kind of an environment. Now, there's a lot of things that go on inside this. What you're all saying I think is essential, but there must be some rules, some structure, then we live and move within that structure.

Kurtz: I'm not suggesting that there be a cutting off of the rules system so much as that we bring in new ideas. I'm afraid that Houghton is currently concerned in perpetuating the disciplinary distinctives of a subculture more than it is concerned with approaching the frontiers of the world and confronting them and engaging them in dialogue.

The Ideal Versus Realities

Alderman: How is Rich going to guarantee avoiding trivia in working his theory? Should we have just the groundrule, Houghton should always insist that all of her faculty be born-again Christians and teach from the Biblical standards and with the Biblical principles behind their teaching? Many Christian schools have begun to look upon themselves as an area of missions and are not insisting that people that come to the college agree at all with the founding principles of the college. At what point does the percentage get so great that we would no longer be a Christian college if we were to move in this direction? I'm wondering how you're going to assure that you have a body of Christians working together without some control over it.

Horner: I'm not going to answer that question or maybe even come close. A Christian world view is the reason for our existence, the underlying basis for forming all our structure and superstructure. In that kind of structure there will be a place for the non-Christian student in that he comes to hear what the Christian has to say. This is my dream of the Christian liberal arts institution. That we make that much of a difference in our society that they want to know what we have to say. In coming the non-Christian student agrees to live within our structures which we have structured because of our basic reasons for being in existence. One of the biggest pressures on the Christian college, and on this one in particular right now, is the pressure of what the Christian Church is going to think about us. I don't think the Christian Church has any idea of what we're really supposed to be doing. I have a feeling the Christian Church thinks of us as a haven where they can send their children to protect them from getting messed up, and have them turn into good Christians since maybe the Church and the home didn't do it quite as well as they were supposed to.

Alderman: In a few of the churches we're attractive by rule. But we're raising young people to think and they won't buy the narrow bigoted educational approach. I agree with Rich in this view that the church has, for I'm the one person who probably sees more of this as I travel speaking to young people of Houghton, about its offerings and talking to pastors. Yesterday I had a letter from a pastor asking where Houghton College stands on Key '73. Answering the letter, telling all that we're involved in will turn this pastor off to Houghton. So from a pragmatic point of view, I don't know in what direction we should move, who we should try to please as we need to attract the students and the financial support. We'll be shut off by some people as we move towards this ideal situation I'm sure. And perhaps it'll be worth it for we'll attract people that will have more impact on the world.

Kurtz: I know this is a very ideal kind of thing to say, but instead of being concerned with pleasing the Christian Church, or a section of it, should we not be concerned with pleasing the Lord, and doing the Lord's will to the best of our abilities? I think we should be questioning instead of taking for granted that because we are a Christian college we therefore are doing the Lord's will. We should be questioning whether we are doing the Lord's will to begin with and then how well we are doing it, how much more adequately we can do it.

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Standards, Money and the Future Market

Lindley: We have an unusual faculty, and student body and the possibility of retaining a very high quality. That's one of the things that bothers me about the money crunch. While I know it's a matter of money — we have to increase the student/faculty ratio, carry heavier loads, take bigger classes — I still want us to be very careful to be able to maintain that high academic quality. And we have to attract a particular type of student, ones who really are willing to pay the price for working out world views. I don't find very many willing to pay the price. At the same time we're going to have to keep the quality of the faculty; faculty who possess this quality generally go to the institutions where they get paid more.

Alderman: We definitely have got to get more of our giving in the scholarship areas and endowment — right in the operation of the college, to help the kids and the faculty salaries. We lose eight to ten good students a year because of scholarships. Another college offers them \$2000, we offer only \$200.

Shannon: Our time is nearly up. I call on Mr. Stevenson last because he has sent at least two children here already (and one to come in the fall maybe). Here is a person who believes in Houghton and Houghton's distinctives. I'm wondering if in the future, 10-15 years from now, will anyone continue to buy our brand of individuality? As it is now, it will continue to come at a premium and who and to what extent will people support this?

Stevenson: I enjoy sitting here listening to the others' opinions, frankly. I think I'm learning. I do think that this is a problem of economics, and of course those of us who wrestle with the problem are obviously more aware than some of you people perhaps. One way to avoid homogeneity in our education is to refrain from taking public funds because federal grants come with certain strings attached. . . . You struggle on as long as you can as far as you can without lowering or jeopardizing standards. Salary is very low and should be increased. How do we maintain the standards that we have, how do we maintain the ratio of quality education and still keep teachers with low salaries? So we've got to raise it somehow. And then if you raise it very much and it's too high we don't get the students that we want. We only get the students of middle income people and we don't want an exclusive strain like that.

Alderman: Price-wise we're at that point already. Our kids come from the suburbs.

Stevenson: If we're careful and if we continue to work as students, faculty, administrators and trustees and follow the Lord's direction I'm sure He will show us how to avoid pitfalls and help us to keep on our way. Many miracles have been produced here on the campus and it's a real challenge to all of us to continue.

Shannon: Houghton College can and will continue to survive and be healthy if its atmosphere is winsome, if there's something attractive here, if it is socially, academically and personally warmer than its surroundings (other Schools). I think it can affordably present a 20th century education in a first century atmosphere of love and fellowship, the koinonia of the New Testament.



A SPECIAL REPORT



Can We Save the Individuality of Our Colleges?

**Or will powerful pressures,
on and off the campuses,
homogenize higher education?**

Americans have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

... The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

... The peculiarly American genius for promoting the existence, side by side, of *public* and *private* colleges and universities.

... A “system” of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not “systematized,” if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society's major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the com-

mon idea that through diversity and individuality the needs of the culture will be met.

BUT NOW we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education's place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.

Individuality and the Changing Student Population

FOR the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities. Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws

much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

THERE is more at stake than survival: the serious question. Survival for *what*?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many





citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options.

Yet many observers are concerned.

Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

State legislatures, others warn, could use the development of the new programs as an excuse for reducing support for the traditional colleges and universities.

Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way:

"We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplors the prospect:

"This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

THERE are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in *more* individuality for our colleges and universities, not less; *more* diversity in our system of higher education, not less. But, as we shall see, other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.



Individuality and the Trend Toward Central Control

HIGHER EDUCATION'S long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—e.g., health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for "efficiency"—some justified, others panicky and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger "systems" of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. "It seems to us," argue Paul L. Dressel and William H. Faricy of Michigan State University, "that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for."

They add:

"In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education."

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. "Besides this dramatic increase in numbers," writes one observer, "statewide coordinating boards have increased in power in their areas of influence and in coercive potential."

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

"Why," asks one observer, "should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system."

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a "quasi-public utility"—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, say some observers, so the prospect of government regulation of higher education cannot be ruled out.

WHAT happens to the colleges' individuality and diversity, in the wake of such developments?

The president of one public institution in Ohio, Miami University, says that as the state system has developed, "we have witnessed a lockstep progression, statewide, into a common calendar, into a





common subsidy formula, into a virtually common fee pattern." He warns:

"If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education."

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. "Education," says an observer, "is too important, and too expensive, to be left entirely to the educators."

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and *that* poses one of the major challenges for higher education and its supporters in the years to come.

Individuality and the Unionization of Faculties

UNIL RECENTLY, the prospect of faculty members' joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as "employees" but as individual professionals.

Although thousands of faculty members and college

administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of \$1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

THESE occurrences have combined to make the debate over *whether* faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

"Almost certainly," says one observer, "collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses." He adds:

"Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long."

Collective bargaining's advocates disagree vigorously.

"In fact," says one union official, "bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a state-wide basis, is through bargaining and political action. Otherwise, it will just be done over their heads."



In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of collegiality are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

Individuality and the Money Crunch

THE FINANCIAL CRISIS in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not.

(There is a limit to the amount of tuition a college or university can charge and still remain competitive.*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of *spirit*, not just life."

THE economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging \$657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging \$1,242 more per student than the public institutions.

1940's

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Director of Career Education, Providence Independent School District, ROBERT WINGER '51 pastors the First Christian Church in Providence, Ky.

'52 VINCENT ROTHWELL was assigned as religious education director at the U.S. Army School and Training Center, Ft. McClellan, Ala.

'53 ROBERT & CHARLOTTE (HOLLY '53) EVANS are spending their furlough year in Lorain, Ohio. They were in Cagayan de Ore City, Philippines with International Missions, Inc.

'53 PAUL REES, vice president-at-large and director of Pastors' Conferences for World Vision, was recognized at World Vision International's annual banquet. In tribute to his 52 years of service to the Christian Church, Rev. Rees received a gift certificate and a leather-bound book.

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A five-day-week laboratory technician at Strong Memorial Hospital in Rochester, N.Y., JANICE WHITE '53 is a seven-day-week owner and operator of Honeyrock Kennel, Palmyra, R.D. 3. Besides raising and showing her own purebred Irish setters, Jan devotes much of her time to the Irish Setter Club of W.N.Y. and the Kanadasaga Kennel Club.

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Teaching voice, beginning piano, and organ at Spring Arbor College, LOINE (ENGLE '61) BERT is studying voice at the University of Michigan. Her husband John is enrolled in a master's program in horticulture at Michigan State.

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Now a fulltime graduate student in re-

In Memoriam



IRA S. BOWEN '18, died February 6 in Los Angeles after an apparent heart attack. The Seneca Falls, N.Y., native
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Alumni In Action

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Summer Alumni Weekend

July 12 - 15, 1973

Save the dates and plan to attend. A complete schedule of events and a reservation form will be mailed to you during April.

Five-Year Class Reunions will be held for the following classes at noon on July 14: all before 1925, 1928, 1933, 1938, 1943, 1948, 1953, 1958, 1963, 1968.

Alcoholic Coordinator at Eastern State Hospital in Lexington, KEN HAYFORD '69 is in charge of the alcoholic rehabilitation program for the 20 Appalachian counties of eastern Kentucky.

'69 DAVE LOUGHERY received his M. Div. degree from Eastern Baptist Seminary May, 1971. While at seminary he was minister to youth at the Willow Grove United Methodist Church, serving as associate minister there upon graduation. This May he was appointed minister at the First United Methodist of Mount Carmel, Pa.

ex '69 LaVAY & LAURIE (ABRAHMS '68) SHELTON have returned stateside while Vay takes graduate courses at Temple University,

— Living Memorials —

Houghton College Alumni Board has created a foundation to support scholarships, faculty projects and programs to be designated annually by its board of directors. One source of funds for the foundation is memorial gifts. Recent gifts, as of press time, follow.

MERTICE EMMONS MEMORIAL FUND — Mr. Todd Carsten, Mr. Sherman Bolles, Mr. and Mrs. Robert Cole, Sr., Mr. and Mrs. John Harris, Dr. and Mrs. Kent Smith, Mr. and Mrs. Gerald Westbrook, Mr. and Mrs. Dorance E. Day, Mr. and Mrs. Ken Nielsen, Dr. and Mrs. Turner Isoun, Mrs. Lucy Wentworth, Miss Mary Boomhower, Mr. and Mrs. John Robb, Sr., Mr. and Mrs. Edgar Norton, Miss Diane Lytle, Mr. and Mrs. Edward Willett, Mr. and Mrs. Si Cross, Miss Karen Waltz, Mr. and Mrs. William Forbes, Mr. and Mrs. John Davis and family, Mr. and Mrs. Douglas Browne, Mr. and Mrs. Winston Doore, Mr. and Mrs. Paul Wilcox.

MRS. KATHERINE THOMAS by Dr. Clifford W. Thomas.

MR. and MRS. THEODORE CHALLBERG by Miss Darlene Challberg, and Mr. and Mrs. Robert Lenahan.

MS. ALICE WEBSTER by Rev. and Mrs. Gerard Pollock.

Philadelphia, Pa. He works as assistant manager of WRTI, the campus radio station in return for full tuition.

Medical Intensive Care Nurse, PAT WALEGIR '69 works at Columbia Presbyterian Medical Center in New York City.

Southern Baptist Theology Seminary, Louisville, Ky. granted JOYCE (OLIVENBAUM '69) WILSON a masters of religious education Dec. 16, 1972.

Future Alumni

Wendell & Donna (Smiley ex '64) Arnold
Pete & Susie (Boos '65) Bellamy '64
Roger & Holly (Johnson '69) Bosma
Peter & Marian (Weiss '55) Brein
Warren & Eileen (Gloor '63) Brey
David & Bonnie (Coman '70) Brinckerhoff '70
Tom & Sue (Grettlar '68) Brooks '68
David & Pauline (Foss '58) Buck '59
Donald & Ida (Patterson '66) Case
Mark & Lois (Decker '65) Chamberlain '65
Danny & Glenda (Andrews '70) Cook '70
Gerald & Susan (Lutner '71) Cook '69
Kirk & Kathy (Woods '71) Davis ex '71
Lee & Donna (Armour '69) Dominguez '69
Gary & Connie (Mangham ex '71) Fairchild '69
Tyler & Letha (Forbes '68) Flynn
Bill & Marilyn (Burroughs '65) Francis '66
Clayton & Marlene (Johnson ex '65) Glickert '65

Jack & Linda (Blair '71) Hanel '71
Skip & Joan (Emery '68) Hartman '68
Joe & Tamara (Poysti '71) Hill '68
Mike & Janet (Pape '68) Holmes '68
Edwin & Kathy (Coleman ex '69) Kenerson

Harry & Stephanie (Stowell '69) Kolb '69
Paul & Heather (Reynolds '70) Lamos '69
John & Ann (Boyer '67) LePere
Joel & Rowena (Reagle ex '63) Lloyd '62
Stephen & Karen (Greer '65) Lynip '65
Doug & Carol (Gares '65) Magin '69
Stuart & Verna (Reed ex '67) Park
Joseph & Rosa Sanger '65
Bob & Judy (MacKinnon '71) Schoonover '71
Dean & Lois (Tobelman '64) Senning
Jon & Pat Shear '63
Douglas & Sarah (Thomas '73) Sherman '70
Dick & Sharan (Gligora '71) Smith '70
Don & Janice (Chandler ex '69) Tilley '68
Reg & Jean (Dunbar '68) Wilson
Eldred & Rebekah (Griffitts '62) Wiser
Bernard & Rona (Sandercock '64) Wolfe '65
Cy & Ellen (Carpenter '62) Young

Residents of Naples, N.Y., DAVE & BONNIE (COMAN '70) BRINCKERHOFF '70 are members of the Bristol Free Church there. Dave is Sunday School Supt. and together they are Commanders of the AWANA Club.

'70 BRUCE MORGAN is a student at Pennsylvania College of Pediatric Medicine, Philadelphia; HAZEL (LOCKLIN '69) teaches at Clearview Regional High School, Mullica Hill, N.J.

Finishing his third year at Gordon Conwell, JIM THOMSON '70 is the youth minister for Calvary Baptist Church in Peabody, Mass. SHIRLEY (DOUTT '70) teaches in a Christian Day School Kindergarten in Beverly.

Ministering to the campuses of eastern New York, LINDA (FURMAN '70) TOBELMANN and husband Charles are campus staffers with Inter-Varsity. They reside in Mechanicsville, Pa.

'71 AMY AUSTIN is studying Vietnamese at the Viet Nam Inter-mission Language School in Dalat, South Viet Nam, preparatory to her translation work with Wycliffe Bible Translators.

ex '71 CURT BARNETT received his B.A. degree from Brooklyn College and is now working on his masters.

'71 ANDY BINGHAM has started an art studio business in Warnerville, N.Y. Taking the trademark "signs to portraits," he plans to do a variety of art work in the area.

Donna Elizabeth	11-19-72
Miriam Ruth	6-14-72
Mark	7-18-71
Christopher Andrew	9-5-72
Jill Kimberly Ann	11-19-72
Matthew David	7-22-72
Christopher Thomas	10-17-71
Abigail Rene	10-15-72
Valerie Anne	8-15-72
Carrie Beth	12-1-72
Andrew Leigh	6- -72
Joel Thomas	12-1-72
Steven Craig	11-12-72
Daniel Lee	7-9-72
Julie Corrine	10-22-72
Tyler Browning, Jr.	10-6-71
Susan Marjorie	9-14-72
Donald	5-24-70
Donnalene	10-18-71
Kristin Adele	7-22-72
Karyn Sue	12-19-72
Todd Chandler	7-23-72
Christyn Jill	8-17-72
Kerri	6- -71
Robert	9- -72
Kristina Marie	7-9-72
Marie Lucille	1-27-72
Nathan Frederick	3-11-72
Brian Joel	10-17-72
Bryan Arthur	8-29-72
Jonathan Mark	10-1-72
Elizabeth Mary	2-2-72
Marcus William	11-8-72
Kevin Robert	10-21-72
Wendy Ruth	8-7-72
Robin Marie	6-12-72
Audrey Elizabeth	1-12-73
Shaun Richard	11-24-72
Brian Chandler	10-3-72
Kelly Rae	7-15-72
Eldred Jonathan	8-13-71
Jonathan Barry	11-2-72
Aaron Douglas	5-4-71

A residence hall receptionist, JACK BRANDT '71 works for Penn State University — the Capitol Campus, Middletown, Pa.

Second lieutenant STEVE & KAY (HOUCK) '71 CUMMINGS '71 are located in Omaha, Neb. where he was stationed after completion of a six month training session in Denver, Col.

'71 CONNIE (SCHWINGER) ECKLUND and husband Tim teach at Park Rapids Area School, Park Rapids, Minn.

Harrisburg (Pa.) Christian School is utilizing the elementary education skills of BARB FARVER '71.

'71 RON HALLSTEN is teaching high school criminal law in Columbia while attending law school at the University of South Carolina.

A Christian education director, STEVE LONG '71 serves the Emmanuel Baptist Church in Johnstown, Pa.

Ensign WALLY MASON '71 is a naval officer on the U.S.S. Plymouth Rock.

Operating out of the Middle Atlantic Region, GENE MILLER '71 is a cost coordinator for Otis Elevators, Philadelphia, Pa. His wife JEANNE (MILLER) '71 teaches non-graded special education at Melmark Home, Berwyn.

Taking graduate courses at Cornell University, SYLVIA PEASE '71 plans to become a science teacher.

'71 LORRAINE (FORTUNATO) MONTANARI teaches at Northeast Christian Day School, Philadelphia, Pa. Her husband David is a real estate salesman.

'71 STEVE PERRINE is enrolled at Wesley Theological Seminary, Washington, D.C.

While her husband Earl finishes his B.A. at Houghton, POLLY (SAGER) '71) ROCKEY teaches high school science at Friendship Central.

Air Force Second Lt. JERRY RICHARDSON '71 graduated from navigator training at Mather AFB, Calif. He will remain there for specialized aircrew training before reporting to his first permanent unit for flying duty.

'71 DALE WHITE manages a Lum's restaurant in Ithaca, N.Y.

ex '72 GLEN AVERY is a student at Aldersgate College, Moose Jaw, Saskatchewan, Canada. His wife MARGERY (KAULFUSS ex '72) is a teacher and dining hall supervisor there.

First graders in Ocean City (N.J.) Primary School are benefitting from a new teacher, RUTH BECKER '72.

'72 DAVE BRAUTIGAM teaches at Temple Christian Academy in Miami, Fla.

Broadalbin Central School (N.Y.) has a new Latin Teacher, KATHY CLAWSON '72.

'72 FAYE CUNNINGHAM teaches at Ross Corner's Christian Academy, Vestal, N.Y.

Blue Mountain Union School, Wells River, Vt. has a new music teacher, JEAN DAVIDSON '72 for grades K-12.

Community Services Director GARY DECKERT '72 works in the Social Service Dept. of the Salvation Army in Hempstead, N.Y.

While WAYNE DIFFENDERFER '72 pursues his studies at Gordon-Conwell Seminary, DEBBIE (BRAUN) '72 teaches English at Triton Regional High School, Rowley, Mass.

'72 BOB HOLDERER is a Spanish/French teacher in the Whitehall (N.Y.) Junior-Senior High School.

Stationed in Presidio of Monterey, Calif., KEN HOOD '72 is studying Oriental languages.

William Winchester School, Westminster, Md. has a new second grade teacher in PEGGI ILES '72.

— Down the Aisle —

Wilbur & Sandra (Schenck '65) Adams
David & Peggy (Johnson '68) Adolphson
Zafer & Kathleen (Kemp '63) Ahmad
Joseph & Linda (Merkel '69) Anderson
Tim & MaryBeth (Burdick '72) Anderson '71
Glen & Margery (Kaulfuss ex '72) Avery ex '72
Gene & Terry (Teuber ex '73) Ayers '71
Bill & Laurie (Kuhn ex '74) Bishop '71
Philip & Cheryl Bornheimer '71
John & Suzanne (Stiling '72) Brookshire
Daryl & Kathryn (Eaves ex '75) Bulle ex '74
Glenn & Linda (Thiensen '73) Carlson '70
Robert & Sally (Fulton '68) Christian
William & Sue (Webb ex '70) Cline
Randy & Linda (Kaïne '73) Colvin
Charles & Beverly (Tucker '72) Detwiler '72
Wayne & Debbie (Braun '72) Diffenderfer '72
Owen & Judy (Oatman '72) Eddy '71
Gary & Cynthia Eggleston '73
David & Helga (Jensen '69) Findley '68
George & Judy (Koerner '73) Foote
Karen (Schramm '73) & Mr. Forsberg
Dave & Linda (Seefeldt '72) Frasier '72
Marty & Ginny (Fero '72) French '71
Bruce & Sarah (Linton '72) Gallup '72
David & Marsha Gena '72
James & Dorothy Gray '66
Mike & Barb (Francis '72) Harshaw ex '73
Gary & Pam (Michael '73) Henson
James & Patti (Manfredi '73) Higdon
Arthur & Linda (Carman '71) Homer
Dan & Kathy (Bergmann '73) Housepian '73
Philip & Suzanne (Cummings ex '74) Kasper
John & Connie (Olsen '72) Kennedy '72
David & Saddle Kurtz '64
Terry & Joyce Lee '72
Joe & Esther (Foster ex '74) Liddick '72
Dale & Debbie (Trainor ex '74) Liddle
John & Jeanne (Castor '72) Ludwick
Douglas & Judi (Cook ex '72) Mayhle
Paul & Kathy (Oehrig '72) Mason '71
Paul & Sue (Murray '72) Maurer '71
Gene & Jeanne (Miller '71) Miller '71
Keith & Elaine (Orr '72) Morgan '70
Eric & Lynne (Stanley '71) Murphy
Ken & Eleanor (Laudenback '66) Nelson '66
James & Linda (Mikolon '72) Orgar '70
Gary & Pat (Greenlee '72) Parese
David & Kandis (Joslyn '68) Peck
David & Carme (Hilliker '71) Phillips
Stephen & Barbara (Austin ex '71) Richards
Mary Jo (Witherspoon ex '59) & Mr. Roberts
Dan & Lois (Strain '73) Ross '72
Joseph & Lucinda (Robinson '75) Ross
Herman & Joyce (Larkin '68) Schwingle
Roland & Martha (Damaske '66) Searley
John & Christa (Thompson ex '71) Staples '69
Gary & Linda (Draper ex '74) Stockin '72
Carl & Jennifer (Woodcock '71) Williams
Joyce (Olivenbaum '69) & Mr. Wilson
Ken & Connie (Buchholz '72) Winters '72
Bob & Pat (Johnson '71) Ziffer
Steven & Lynne (Tucci '70) Zurcher

Probation Director is Young Female and an H. C. Grad

After Patricia Miller graduated from nearby Fillmore Central School in 1964, she entered Houghton College as a pre-nursing student because she wanted to work with people.

"The courses were good, but I wasn't quite satisfied. A friend told me about the sociology department, I started that course and found exactly what I wanted."

Miss Miller has been the director of the Allegany County Probation Department since 1971, and was recently elected secretary to the Area One executive committee of the state probation directors.

She is believed to be one of the youngest county probation directors in the state, and is one of only two female directors in Area One, from Erie to Chemung County.

After graduating from Houghton in 1968, Miss Miller began work in the social services department in Angelica, working with child welfare.

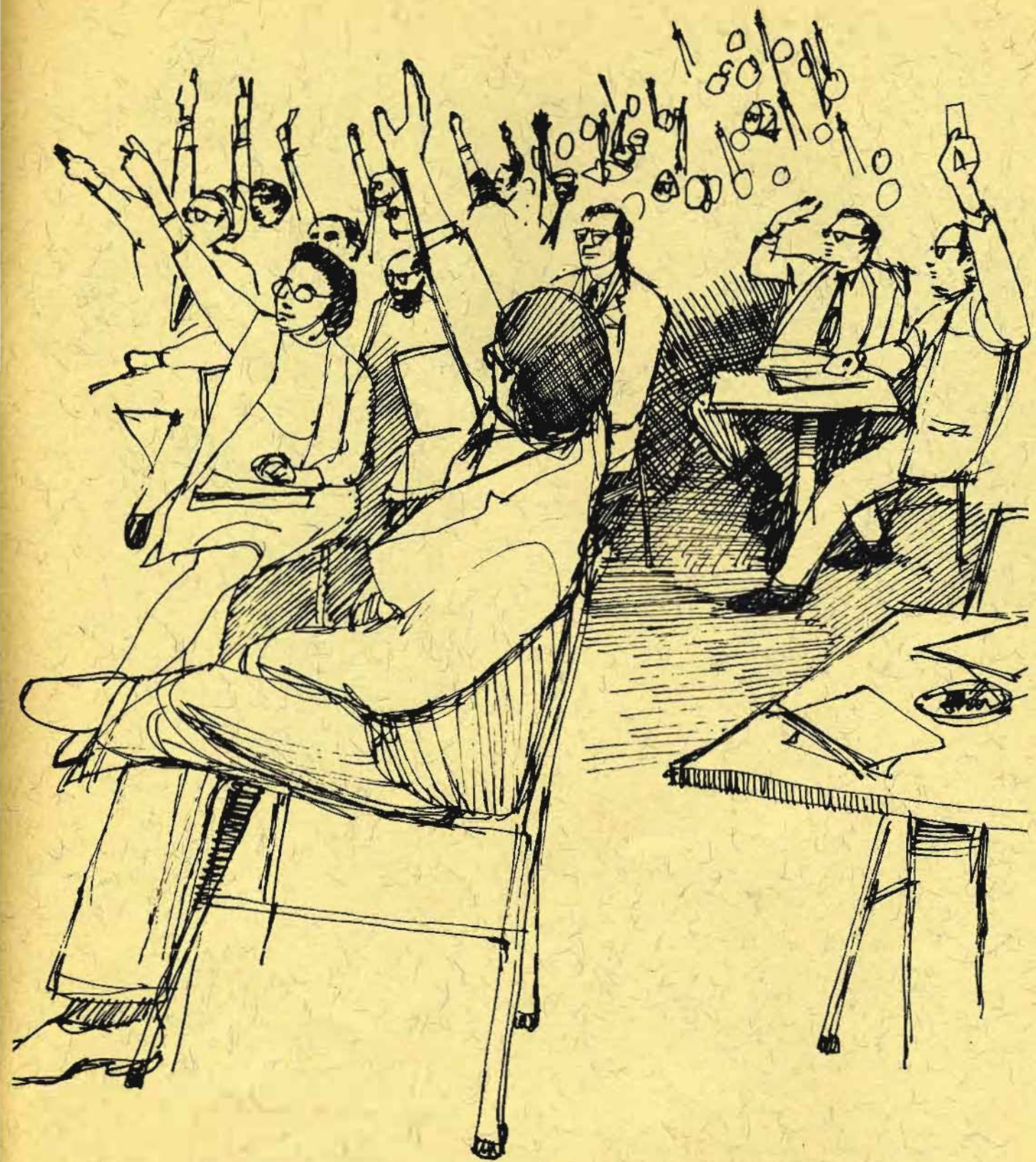
The county psychiatrist and her local town supervisor encouraged her to work even though she had no experience or particular inclination for the field, but she agreed to try. The former probation director arranged an interview with County Judge William Serra. Miss Miller says, "he is the one who really talked me into it. He explained what probation was all about, and I accepted a position as probation officer and began work in October, 1968."

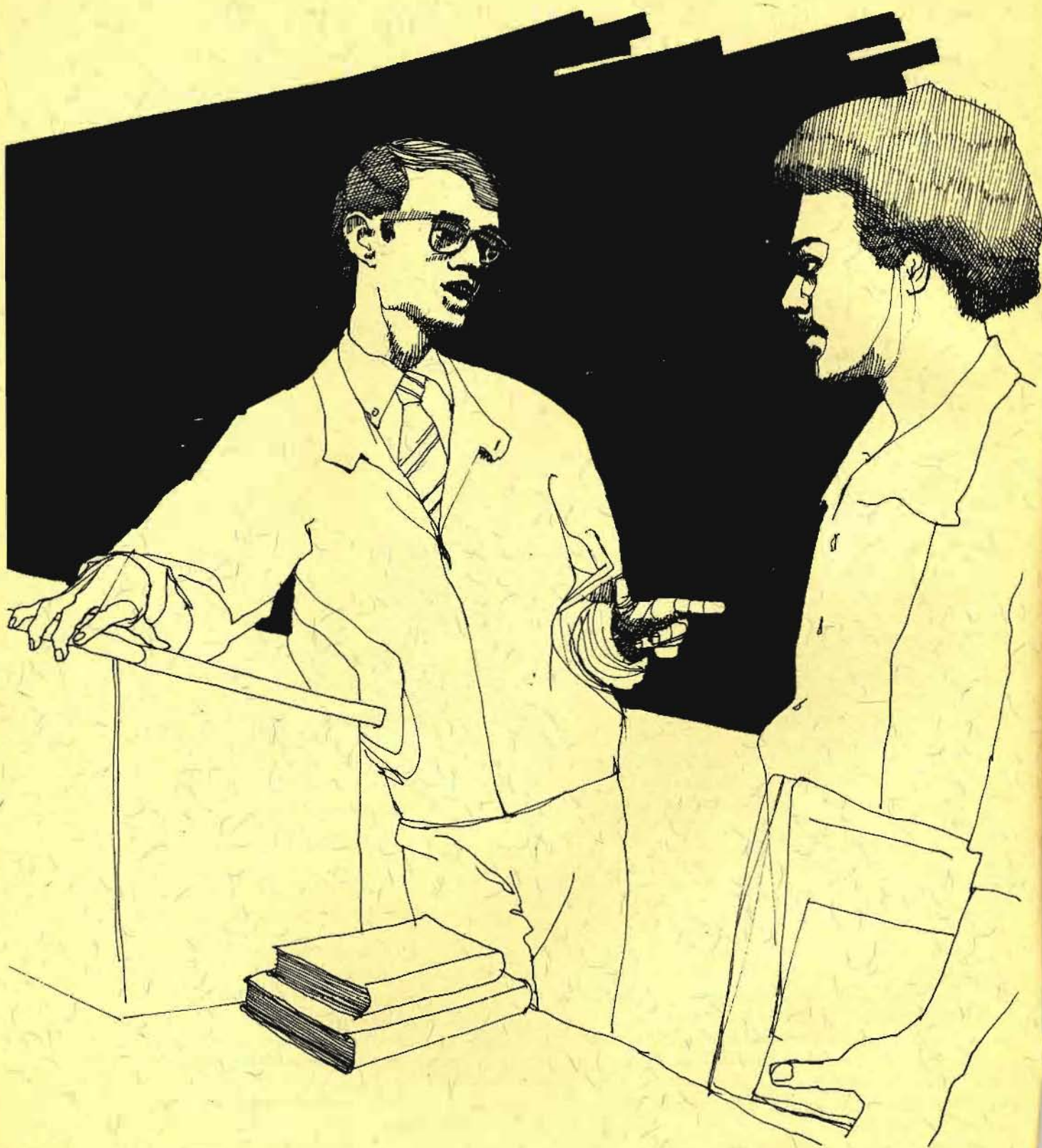
Miss Miller took a leave of absence in August 1970 to travel to Africa, Switzerland and England. She returned to her job in Belmont in September, and in February, 1971, Judge Serra appointed her acting director, and she has worked in that position since then.

Patty said that there are some disadvantages to being a single woman in charge of the department. "Some married people did not want to talk with me, because they thought that since I am single, I wouldn't understand their problems. That area is now included in the Family Intake Service, with John Hausmann, (Class of 1969) a married man, in charge."

Miss Miller said that the probation department includes a support division, counseling, investigation and family service intake.







Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. "There is," he says, "more at stake than Kleenex."

"Efficiency in higher education remains a complex matter," warns Howard K. Bowen, chancellor of the Claremont University Center. "Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines, generating credit hours, rather than allowing them to function as centers of learning and culture."

"It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms."

Father Reinert sums it up: "We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it."

EVEN more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education's money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But *how* those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against "lump-sum, across-the-board grants" from the federal government. They could lead to reduced state support and to the development of a "nationalized system" with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and "income-contingent loans" to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.



Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, "a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs." He goes on:

"Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change."

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation's long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.

Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

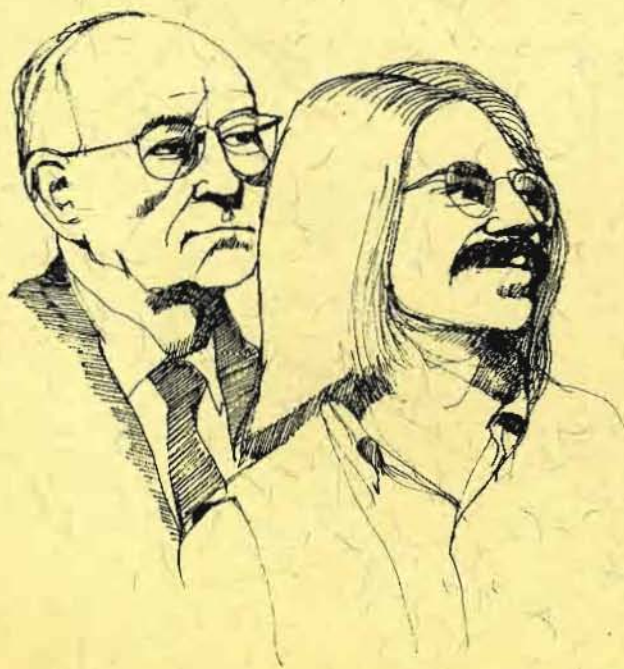
"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

THE economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?



Individuality: All the Threats Combine

THE end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

► "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."

► "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."

► "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics.

Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

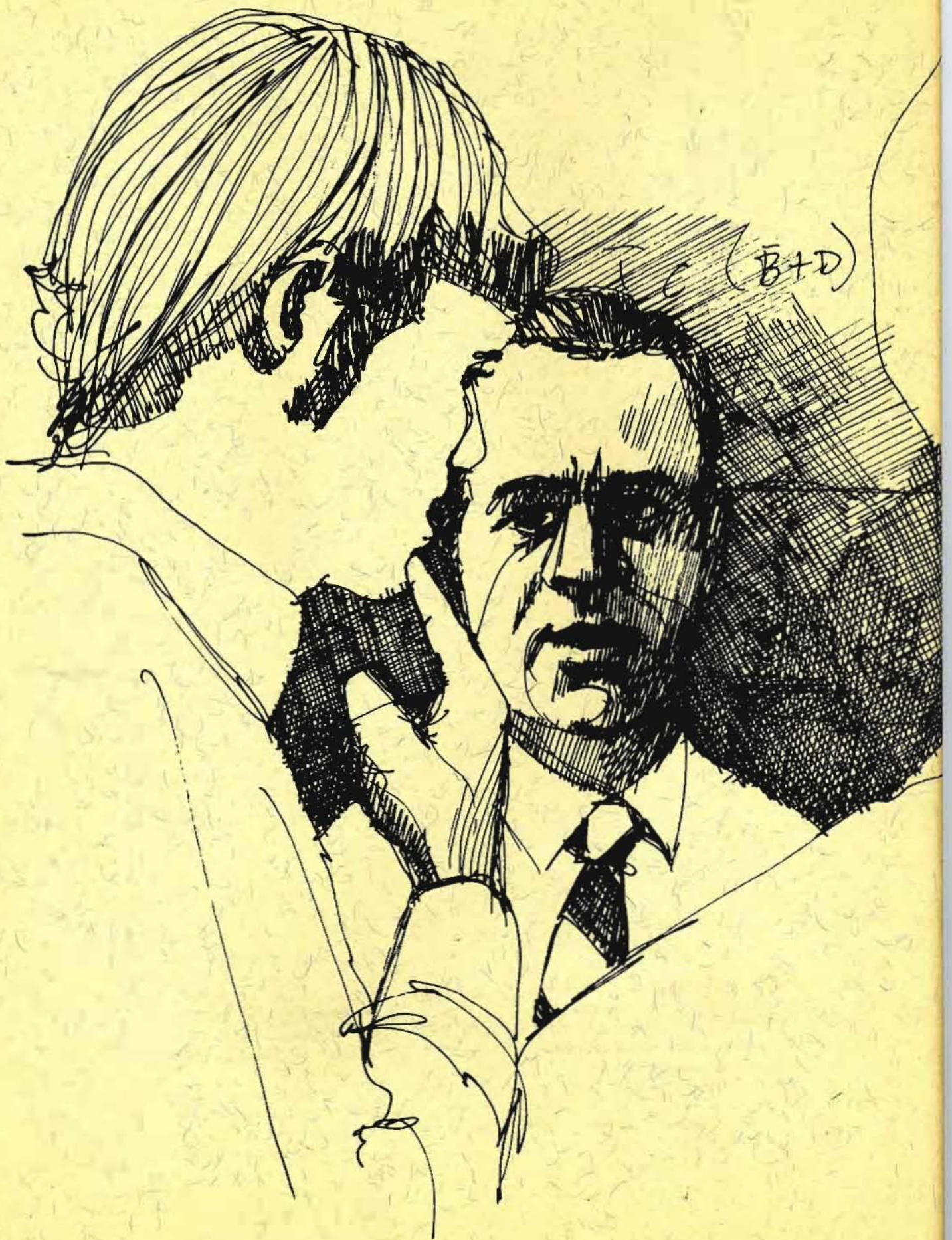
As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education:

"The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save





them financially, but sufficient to reduce the direct level of funding for the public institutions."

Warns the head of a major educational association: "I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's."

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: "Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative."

Colleges and universities thus face major dilemmas:

- How to continue to be effective in a time when they need major new sources of outside support; and
- How to keep their distinctiveness in an era that requires economy and ingenuity.

Individuality: Can We Save It?

Do colleges and universities—as we have known them—have a future? Or are we headed for some massive, standardized, nationalized system of higher education? Need a new vision of higher education—as a public utility that everyone can use—produce an impersonal assembly line?

Put another way:

Can *private* colleges and universities survive in a form worth preserving? Can *public* institutions avoid the "pale, insipid sameness" that some see looming on the horizon?

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

Now that the pressures for growth have eased, colleges and universities have an opportunity to be *truly* individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

"Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies.

"Our privacy as a university thus exists only as a narrow margin. . . . Our task is to preserve that narrow margin and to make the best possible use of it."

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

"Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs."

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

"The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities."

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

"The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated



from society to pursue knowledge disengaged from its social implications."

Ending that fundamental doubt, says Sir Eric, will require "a reevaluation of the relation between universities and American society."

IN SHORT, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system's diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnae have been enlisted to help define their institutions' goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, e.g., ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

COLLEGES and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College's President Eddy notes that our institutions, "swinging into the troublesome '70's from the unusually affluent '60's, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn't have yesterday's bounce."

"He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs."

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

"There is little profit in licking our wounds or feeling sorry for ourselves," says Father Hesburgh of Notre Dame. "We still represent the best hope for America's future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past."

"All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself."

This report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON (emeritus). Illustrations by GERARD A. VALERIO. Editors: JOHN A. CROWL, CORBIN GWALTNEY, WILLIAM A. MILLER, JR., MALCOLM G. SCULLY.

Nearly two years ago the college Educational Policies Committee working with the Student Senate instituted the idea of Current Issues Day. The concept arose partly from a desire to provide broad based interdisciplinary intellectual stimulation and partly from survey results which suggested that while the college community has strong theoretical commitment to grappling with large issues in the light of Christian ethos, understanding of specific issues and application of belief is limited.

Last fall's topic was "Genetics and the Christian". During March discussion centered on "Modern Art, Rubbish or Revelation". Both subjects defy easy summation, but some ideas discussed are crystalized here in the hope of triggering your own thought as well as giving a flavor of the kinds of forum being held on the campus. MILIEU asked Richard Horner, a Junior involved in the fall program to create the first section. — Edit.

"Chance alone is at the source of every innovation, of all the creation in the biosphere. Pure chance absolutely free but blind, at the very root of the stupendous edifice of evolution: this central concept of modern biology is no longer one among possible or even conceivable hypotheses. It is today the sole conceivable hypothesis, the only one that squares with observed and tested fact. Man must at last wake . . . to his total solitude, his fundamental isolation. Now does he at last realize that, like a gypsy, he lives on the boundary of an alien world. A world that is deaf to his music, just as indifferent to his hopes as it is to his suffering or his crime."

Christian Education Division. At the Spring Session Dr. H.R. Rookmaaker, Professor of the History of Art at Free University of Amsterdam, Netherlands, headed the list of guest experts. Dr. Rookmaaker is an author, member of the programming committee of Dutch national radio and the Board of Censors of Films in Holland; and is a member of L'Abri Fellowship, associated with Dr. Francis Schaeffer. Other speakers included Mr. Bert Polman, a musicologist studying at the Institute for Advancement of Christian Scholarship under Calvin Seewaldt, and Dr. Chad Walsh, professor of English and writer-in-residence at Beloit College.

The following summary is based on Dr. Rookmaaker's opening address. Modern art is not a style, but a ritual stream. In an eclectic way it uses the three languages of 20th century artistic expression, mannerism and iconic to present a message.

The modern artist questions reality. In many ways modern art is mystic, but much of it is violently anti-Christian. Even when a "Christian subject" is portrayed, it may be contrived to convey a sarcasm or slur. The artist is a prophet of his times. Is modern art true? Yes, in that it portrays values that have lost their meaning, an expression of one group's alienation, a revolutionary attitude.

Modern art is neo-Gnostic, but while the old Gnostic saw a world filled with devils and a God to struggle toward, the new nostics sees no enemies, no powers. All is chance. Modern art does not show possibilities. It is a cry of despair. Perhaps history is flowing down to despair, but art need not be part of that flow. Man is not caught in his times. He can say no.

Current Issues Days

Thus spake Francis Crick, winner of the 1962 Nobel prize for his work with DNA and genetic coding. He represents a genetics breakthrough which within one year should produce a fetus outside the womb and within the next two decades turn science fiction into reality. Already, by amniocentesis, defective embryos can be detected in the uterus, then occasionally cured, but often aborted.

Meanwhile, societal ethics have broken down. Immorality and relativity have replaced absolute standards, and now science tempts us with amorality. The genetics mocks ambivalence by presenting a philosophy in which values, meaning, and individual worth do not exist.

Where stands the Church? Unfortunately, we stand with most of society in ignorance. We boldly claim that Christ is the answer to all the world's problems, but we fail to understand or identify those problems. We need concrete solutions such as the development of completely Christian minds; minds which thoughtfully proclaiming God's Word, honestly struggle with our historical context, and live the love of God.

Speakers for the fall session included Dr. Robert Herrmann, Associate Professor of Biochemistry at Boston University School of Medicine, Dr. Russell Heddendorf, Professor of Sociology at Geneva College and Dr. Bert H. Hall, Chairman of Houghton's Theology and



College To Receive Record Bequest from Area Couple

Mr. Donald B. Hilliker, executor for the estate of Mrs. Robert Davidson — former resident of Wiscoy, N.Y., who died last December 13 — has informed Houghton College that her entire estate, apart from several specific, personal bequests, has been left to the college. Her late husband, who died in 1953, left 40 percent of his estate — after expenses and taxes — to be divided equally between Houghton College and Alfred University, with the provision that all income from his estate be available to his widow during her lifetime.

Since this stipulation has now been fulfilled, proceeds from the estate will be available in the near future. Both estates are comprised of securities, real estate, timber and other commodities,

making exact immediate computation of their cash value difficult, but a preliminary appraisal suggests that the college will receive funds approaching one million dollars.

It was Mrs. Davidson's request that a suitable memorial be established. While no definite recommendation has yet been made to the trustees concerning use of the funds, present thinking of President Dayton and the Administration is that the money could best be used to build endowment; interest, for the present, being used against capital debt retirement. The imminence of the Kresge Challenge deadline prompted the college to ask the executor if bequest funds up to \$100,000 could be appropriated if required to ensure success of the campaign. This has been permitted.

Because of legal work and uncertainties concomitant on liquidation of assets, receipt of proceeds from these bequests will be delayed for at least six months. The Davidsons were lifetime residents of the area, descendants of original settlers in this part of the valley. The family farm and wise investments over their lifetimes formed the basis for the estates. Mrs. Davidson was living in Florida at the time of her death. She was 98 years old.

College Choir Tours

The 55-voice Houghton College Choir, under the direction of Professor Donald L. Bailey, will be on Spring tour April 15-22. Dates, times and locations of concerts



Spooner makes another two points

The Houghton Highlanders under Coach Bob Rhoades finished an exciting but at times frustrating season taking sixth place in the King's Tournament. Several team and individual season records were broken such as: Sr. Dave Smith's new rebound record of 607 breaking Tim Palma's 477; Jr. Harold Spooner's 1004 points in three years to break Ed Johnson's 948 in four years; Jr. Rod "Boonie" Robinson's 21 rebounds in a single game.

For the first time the starting five averaged in double figures: Harold Spooner: 15.3; Steve Wilson: 14.1; Dave Clark: 13.8; Rod Robinson: 12.5 and Dave Smith: 10.4. Frosh Steve Wilson was not only second in scoring but second in rebounding with 184 to Robinson's 191. This is the second year that Robinson has been number one rebounder, an honor he shared last year with Smith. Both had 182.

Wilson led in field goal shooting with a 48.8% to edge out Clark at 45.6%. Clark, however, took the lead in foul shooting with an 80.5% to Smith's 79.8% and Robinson's 77%. The final individual accomplishment is another for Harold Spooner, who was voted the Sportsmanship Award at the King's Tournament and received a standing ovation.

The King's Tournament ranked as one of the exciting yet frustrating points of the season. Eastern Nazarene easily won the first round game (as well as the Tournament Championship) blasting Houghton 49-87. The Highlanders were "down" since an ankle injury prevented Steve Wilson from making the trip. They were also down in height as they came out on the short end (14-35) in rebounds and shot 33.9% to Nazarene's 60.3%.

The second game became a real heart-pounder when Houghton took an early lead, but Nyack caught up and went ahead 75-77 with 50 seconds to go. Rod Robinson tied it up by making two at the foul line. Nyack took the ball down and fired a shot with only 14 seconds to go. Robinson grabbed this very crucial rebound and fired the ball down court to waiting Roger Robinson for the go ahead basket. The third game for the Consolation championship was won by Barrington 64-69. Again Houghton led most of the game and held a five point lead with five minutes to go when Spooner reinjured his knee. With Spooner out Houghton's efficiency dropped, Barrington caught up and took the game.

The real high point of the season came in the last

scheduled as of press time follow.

April 15 — Yorktown First Presbyterian Church, Yorktown Heights, N.Y., 9 and 10:45 a.m.

April 16 — Princeton (N.J.) University Chapel, 12:30 p.m.

Edison (N.J.) sponsored by New Dover United Methodist Church (location pending) evening

April 17 — Dag Hammarskjöld Theater, United Nations, N.Y., 12:30 p.m.

April 17 — Stony Brook School, L.I., N.Y. 8:00 p.m.

April 18 — First Presbyterian Church, Babylon, L.I., N.Y., 8:00 p.m.

April 19 — Southwood Baptist Church, Woodbury, N.J., 7:30 p.m.

April 20 — Emmanuel Baptist Church, Wilmington, Del., 7:45 p.m.

April 22 — Northside Easter Sunrise Service, Riverview Park, Northside, Pittsburgh, Pa., 6:30 a.m.

April 22 — The North Hills C&MA Church Pittsburgh, Pa., 8:15 & 10:45 a.m.

Professor Leax Publishes Second Poem Collection

Assistant Professor of English, John R. Leax has published a second collection of his poems — *Finding the Word*, Grand Rapids, Michigan: Being Publications, 1972.

Styles in this volume of 13 poems range, in the words of one reviewer, from the bare rhythmic narrative of *Bass* to the nearly metaphysical imagery of *Slave Fences*, from the wry reflection of *The Loneliness of Motel Rooms* to the quite intensity of the very moving *For A Girl Who Limp*s." Subtlety, sensitivity, clarity and power characterize the work.

Mr. Leax received his M.A. from Johns Hopkins University. Since coming to Houghton in 1968, he has also collaborated with fellow English Professor Lionel Basney and together they founded *Kattadn*, which published his first collec-

tion, *A Proper Reticence*, in 1971. Representative poems from the book appear in MILIEU. The youthful professor has had the satisfaction of seeing several former students from his poetry semina become regularly published.

As a member of the Fine Arts Fellowship, a national organization of Christian writers and artists headquartered in Grand Rapids, he will be giving readings and attending workshops there in June. Being Publications is the publishing arm of the organization. Of his art, Mr. Leax says "poetry is not a self-expressive thing, but a compulsion to define the nature and meaning of one's experience." The poet's reward, he maintained, comes when person reads a poem and says "that's what I've felt, but couldn't express."

"The poet feels, 'I'm like everyone else'. It sort of builds a sense of community."

week of January as Houghton whipped arch-rival Roberts Wesleyan 74-66, upset Geneseo State 82-78, and beat a fine Messiah team 66-60. The Highlanders were ready for Roberts and played a good game scoring 51.5% from the floor. Houghton came from behind in the last few minutes as Wilson scored 20 points and pulled down nine rebounds, Spooner 15 points and eight rebounds and Robinson 16 points and five rebounds. Mid-week Houghton entertained Geneseo State. Leading scorers were Robinson with 20 points and 12 rebounds and Spooner with 18 points and nine rebounds. Spooner supplied the heroics in the last 18 seconds. He made two from the charity stripe to tie the game, then stole the ball from a Geneseo guard to make a driving score and put the Highlanders ahead 80-78 with 12 seconds left. Geneseo brought the ball past mid-court where Spooner stole it again and fed Rod Robinson for a lay-up at the buzzer.

On Saturday Messiah with an 11-4 record came to town. They led by 10 at the half and Houghton did not catch them until the two-minute mark when Wilson tied the game. After a quick exchange it was Houghton's ball out of bounds. All of the Highlanders lined up at mid-court and Wilson suddenly broke for the basket. Smith threw him a perfect pass and Wilson scored a lay-up. Clark added two from the foul line and Wilson one more from the floor to end the game and the most successful week in Houghton's basketball fortunes. Wilson ended the game with 22 points and nine rebounds; Clark had 15 points and five rebounds.

The regular season ended as Houghton revenged an earlier 56-59 loss to Eisenhower by taking the Generals 102-93. Dave Smith played perhaps his finest game leading the Highlanders with 21 points and 11 rebounds along with Dave Clark with 22 points and 10 rebounds. Spooner and Robinson each chipped in with 18 points and Wilson added 16 even

though he injured his ankle in the first half.

The Highlanders lose only one starter, Dave Smith, and two reserves, Bob Calkins and Roger Robinson to graduation. The J.V. team looked very promising with several players due to move up and fill these empty slots.

WOMEN'S BASKETBALL

The Women's Basketball team coached by Miss Joy Heritage ended a successful season with an 11-5 mark. This was the most wins ever compiled by the team even though they had a 9-0 mark several years ago. The starting five consisted of Darlene Ort, Carolyn Leach, Darlene Wells, Donna Cole and Jane Van Sciver. They had one streak of seven straight wins until they finally lost to the University of Rochester.

The team traveled to Barrington College to participate in the Christian Women's Basketball Tournament and ended in a tie for first place. In the first game Houghton beat King's 51-33; in the second took Providence 62-30; in the third took Eastern Nazarene 61-51; and in the fourth and final game lost a very disappointing decision 30-39 to Barrington. Darlene Ort scored 76 points in the two day tourney and was voted to the All-Tourney Team for her fine efforts.

Houghton had only one game remaining after the tournament and won a very convincing victory over Fredonia State 64-34. Ort again led the team with 23 points. Darlene finished the season with a 16 point average including 29 against Eastern Nazarene as her personal high for the season.

WOMEN'S VOLLEYBALL

After finishing a 6-2 season before Christmas the volleyball squad got together again for the King's Tournament. Houghton dominated this portion of the tournament with victories over Eastern Nazarene, Messiah and King's. Houghton took an overall 4th place among 8 schools.

Graduates Will Hear Armerding, Henry, Hay

Wheaton College President, Dr. Hudson Taylor Armerding, and Dr. Carl F. H. Henry will present the commencement and baccalaureate addresses, respectively, at Houghton's 1973 Commencement Week-end, May 20 and 21.

294 degree candidates are expected to attend the convocations together with family, friends and official guests. Dr. Armerding, Wheaton's fifth president, has held that post since 1965. Earlier he served as provost and history professor there. A Wheaton graduate, he earned his M.A. in international affairs at Clark University and received his Ph.D. from the University

of Chicago. He has served as dean and acting president of Gordon (Mass.) College and done post-graduate work at Harvard University.

Dr. Armerding has been Commander of the Naval Reserve Officers School at the Armed Forces center in Forest Park, Ill., and director of North Conway Institute, an organization researching and promoting the study of alcoholism. Currently he is president of the National Association of Evangelicals. A member of several honor societies and professional organizations, he edited Christianity and the World of Thought, published by Moody Press in 1968.

Recognized as an eminent evangelical scholar, Dr. Henry is now Professor-at-large at Eastern Baptist Theological Seminary and Editor-at-large for Christianity Today magazine, which he founded. An author with numerous books to his credit, Dr. Henry is constantly in demand as a lecturer. In June of 1971 he served as program chairman for the Jerusalem Conference on Biblical Prophecy which drew Christian leaders from around the globe. Last March, Dr. Henry addressed visiting pastors at Houghton's annual Ministerial Refresher Course.



Shannon

Thomas

Dr. F. D. Shannon Named Dean, Dr. Thomas Resigns To Head Education Division

The Local Advisory Board of Houghton College is recommending to the Trustees appointment of Dr. Frederick D. Shannon, Professor of Chemistry, to be Academic Dean of the college, succeeding Dr. Clifford W. Thomas who announced his resignation, effective August 31. Professor Thomas, Dean since 1969, has accepted appointment as Psychology and Education Division Chairman, where he will coordinate the activities of a dozen faculty members and teach.

Professor Shannon joined the Houghton faculty in 1958. A native of Akron, Ohio, he earned his baccalaureate, masters and doctoral degrees from the University of Akron. Under a National Science Foundation Science Faculty Fellowship, he completed his Ph.D. in 1964 in the area of Polymer Chemistry. Until two years ago when he accepted the job of Summer Sessions Director, he was head of the chemistry department. Beside his teaching load and summer session duties, Dr. Shannon has worked three summers in electro-chemical research related to cardiac pacemaker electrodes.

Active in civic and professional organizations, Dr. Shannon is in his second four-year term as a Town of Caneadea Councilman. He is president elect of the Western New York Chapter of the American Scientific Affiliation, a member-at-large of the Corning Section of the American Chemical Society. He has been pre-medical advisor and Chairman of the medical advisory committee at the college.

Dr. Shannon is married to the former Bernelle Stonesifer, a graduate, of Marion College (Ind.) and the University of Akron, who teaches third grade at nearby Fillmore Central School. They have a son, Dale.

In resigning as Dean, Dr. Thomas said that he reached his decision following "an extensive period of prayerful consideration and consultation," preferring the



Armerding

Henry

Hay

200 Ministers Meet, Rev. Hewitt Named Pastor of Year

A man who eight years ago doctors gave a "one-in-a-thousand chance" of surviving an incapacitating auto accident, was presented the Claude A. Ries Pastor of the Year Award in chapel ceremonies during the Quadrennial Ministerial Institute held on campus March 12-15.

Some 200 evangelical ministers from Western New York and the 10 Houghton area districts of the Wesleyan Church, together with students and faculty, listened as President Dayton read a citation to the Rev. Reginald B. Hewitt, pastor of the Morley, N.Y., Wesleyan Church lauding him for 41 years of service. Rev. Hewitt has pastored congregations in eight northern New York communities before assuming his present charge in 1968. He served as Champlain District Superintendent between 1952 and 1960, and pioneered churches at Heuvelton and Colton.

Despite the June 1964 accident, a grim prognosis and a three-month hospital stay, he recovered to preach again on Palm Sunday of 1965. He and Mrs. Hewitt, the former Josephine Harrington, shared the platform with Dr. Ries and Champlain District Superintendent, the Rev. Charles Dayton.

Speakers for the Institute included Dr. Bernard H. Phaup, General Superintendent of the Wesleyan Church, Marion, Indiana, and the Rev. Mr. Charles M. Olsen, Director of Project Base Church at the Institute of Church Renewal, Atlanta, Ga. "Evangelism Through the Church -



Dr. Ries and award winner Rev. Hewitt

To the World" was the theme.

In the opening address, "And Now, To the Wineskins", Rev. Olsen described some of the unconventional ministries believers in the United States and Europe are employing for fellowship and outreach. He characterized the 1960s as a time of renewed evangelical fervor for laymen, likening them to the new wine of St. Luke's Gospel. Rev. Olsen then cited national mobility, the counter culture and human political movement as factors of the 1970s urging the church to employ new wineskins, or delivery systems for the gospel. Panel discussions and a restaging of the student play, "Satan Ascending", rounded out the week's program.

challenge of the classroom to continued administrative responsibilities. Before coming to Houghton, Dr. Thomas was Vice President and Dean of Owosso College in Michigan. As Houghton's Dean he has been largely responsible for a major shift in the college calendar and for the resulting three-week January term known as "Winterim". Instituted in the fall of 1972, the term features inter-disciplinary, experimental, and conventional classes designed to permit greater student participation and scope of offerings.

Subject to Board approval late in March, Professor Shannon will assume the Dean's duties on September 1.

At Buffalo Campus

Resource Center Groundbreaking Set May 17

Groundbreaking ceremonies for the Lambein Resource Center at Buffalo Campus will take place on the morning of May 17. Present for the occasion will be President Dayton, Board Chairman Heinz, Buffalo Campus faculty and students and special guests headed by Mr. Carl Lambein, for whom the structure will be named. Mr. Lambein is a West Seneca (N.Y.) businessman and owner of Southgate Shopping Plaza which lies adjacent to the campus.

Bids for the two-story center will be let May 1. As of press time, \$292,500 in cash and pledges were available toward the estimated \$380,000-400,000 project cost. Buffalo's Development Director, Dr. Duane Kofahl expects the fund to break over the \$300,000 mark by April.

For the first time since the 1969 merger, second semester enrollment at Buffalo equalled first semester figures. Applications for the 1973-74 year are running ahead of previous years and acceptances are on target, slightly ahead

Inaugural Planned

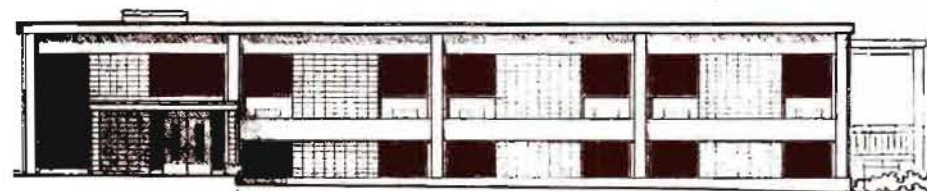
Inauguration of Dr. Wilber T. Dayton as Houghton's eighth president will be October 19th, 1973. A 2:00 p.m. convocation will conclude several days of inauguration related activities and be the opening event of the Homecoming Weekend.

Addressing the convocation will be Dr. Ernest L. Boyer, Chancellor for the State University of New York. Some 700 guests: representatives of other institutions, the evangelical church, professional associations, together with faculty, staff, friends of the college and associates of President Dayton, have been included on the official invitation list. Seven committees are making preparations for the inauguration and related programs.

of the current 113 students. Dr. Kofahl stated that applicants' SAT scores suggest an improving academic quality. He gave partial credit for the improved outlook to recruiting efforts at the main campus. As many as 12 students completing course work at Buffalo this spring will be coming to the main campus in September.

The Buffalo Campus Chorus, 28 voices accompanied by piano and drums, have scheduled a 10-church tour in the New York City, Philadelphia and Baltimore areas April 19-29. They are solidly booked for weekend church appearances until the spring term ends.

Mrs. Helen E. Reukauf, a member of the Buffalo Campus Women's Auxiliary, has been named West Seneca's outstanding citizen by that community's Chamber of Commerce. She was cited for her "unselfish and energetic participation in activities that touched the lives of West Senecans of all ages and areas." A widow, Mrs. Reukauf, works with Red Cross, American Field Service, senior citizens and adult education.



East Elevation

Above is a near final elevation of the Resource Center to be built at Buffalo Campus this summer. The structure has been revised to two stories, cutting its length by nearly half. This affords several construction economies. The upper level will contain a library housing 28,000 volumes and feature typing rooms, individual study carrels, music listening rooms, lounge space and library service area. Also on that floor will be five offices and a conference room. On the lower level will be three or four classrooms (depending on heating system), two seminar rooms, an information office and mailing room, all surrounding an octagonal general purpose auditorium with tiered seating. Occupancy of the center is slated for January of next year.

Composer Pinkham Will Headline Music Festival

American composer Daniel Pinkham and a Composer's Forum will headline the Fine Arts Festival April 3-7. Festival Chairman and Voice Professor Terry Fern said the week-long series of chapel and evening programs will carry an American music and art theme.

Programs will feature student music groups performing samples of different types of American music. Houghton Voice Professor Gloria McMaster will sing a composition by Geneseo guest faculty composer James Willey. Mr. Henk Melles, artist-lecturer at Patmos Workshop & Gallery, Toronto, is to address a chapel; Daniel Pinkham, New England Conservatory of Music Professor will demonstrate current techniques of composing in Thursday and Friday chapels. Simultaneous art shows and music programs tracing America's musical heritage will be held two nights. Mr. Melles' theme is "The Christian Artist as the healthy eyes of the Kingdom." Also participating will be Mrs. Millicent Steva Tropf, alumna and Toledo, Ohio artist. The final evening's concert will feature Pinkham works performed by students and faculty.

The Composer's Forum scheduled April 6 and 7 will have faculty and student composers from Brockport, Geneseo, Nazareth and Houghton performing their works in a master-class format with Mr. Pinkham.

Chapel Choir Concertizes

The 47-voice Chapel Choir, directed by Professor Terry Fern gave concerts in Ohio and Pennsylvania during March. On May 6 they will sing at 11:00 a.m. in Canandaigua (N.Y.) Baptist Church. At 7:30 p.m. they will give a concert at Bath (N.Y.) Baptist Church.

\$3,125,000 Campus Center Project Cost			
\$800,000 cash in fall '72	\$2,325,000 N.Y.S.D.A. loan		
	\$1,125,000 HUD subsidized	\$1,200,000 at 6.75%	
		\$400,000 D/K	\$600,000 left
		\$200,000 Fall Campaign	for next year

Kresge Grant Assured

Davidson Bequests Push Campus Ctr. Campaign Over Top

An unexpected \$100,000 from a major bequest (see story on page 8), put Houghton College's \$500,000 fall campaign over the top on March 14, assuring receipt of the \$100,000 Kresge Challenge Grant on March 15.

The campaign began last August when then President Paine announced that the Kresge Foundation would make a grant provided that Houghton raised a matching \$500,000 by mid-March of this year. The graphs above show how financing for Reinhold Campus Center has been arranged. The stated purpose of this campaign was to cut in half the \$1,200,000 high-interest portion of the \$2,325,000 borrowed to pay the center's \$3,225,000 cost.

Attaining the goal has done this, reducing a heavy current fund drain for the college. The \$1,125,000 borrowed with HUD debt-service (interest subsidy) can be amortized over a 30-year period out of building income. Houghton College hopes to eliminate the remaining high-interest \$600,000 indebtedness to New York State Dormitory Authority in a similar campaign next fall and winter.

Without money from the Davidson estate, it appears unlikely that the goal would have been met, although records show that traditional gift sources produced \$100,000 more in this campaign than normal for similar time periods in the past. Alumni and faculty gifts totaled \$128,000. Students contributed \$18,000 by allowing the college to retain building use fees for first semester, although the center did not go into even partial service until late November. Corporations and foundations provided another \$72,000, with other friends of the college contrib-

uting another \$182,000.

Last August, President Emeritus Paine called the Kresge Challenge "a stiff goal." That the goal was achieved demonstrates the efficacy of prayer, hard work, and what some have termed "Fanatical" giving

by Houghton's friends. Motivation for this sort of devotion is best epitomized by the phrase that appears on the back of the Kresge Foundation's check, written in Mr. Kresge's own hand: "in the name and for the sake of Jesus Christ."

Houghton College

HOUGHTON, NEW YORK

Since 1863 Founded on the Rock

March 15, 1973

... from the desk of the President

Dear Houghtonian:

Men ought always to pray and not to faint, we are told. But wasn't last summer's challenge just too much? For man, maybe, but not for God. With His help and yours, the goal is reached.

With the Kresge Challenge met, we want to give thanks to God and to you. What human hand could have timed the announcement of the Davidson bequest to meet our need? And what could we have done without your support in prayer and gifts? Truly the goal was beyond anything we had an earthly right to expect to achieve. Yet, the necessity of eliminating the crushing debt was obvious.

It is already evident that the Campus Center is fulfilling its promise. Students are using the building heavily. There is a new spirit of fellowship. We urge you to visit the campus and see this thing that the Lord has made possible through the interest of His people. Please accept my personal thanks and that of the entire college family for your faithfulness in this campaign.

Sincerely,

Wilber Dayton

Wilber T. Dayton
President

MILLEU

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If your address as shown at the right is incorrect, please fill in the form below, and return the entire address section of the bulletin to the above address.

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