

THE HOUGHTON STAR



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Vol. 75 No. 18

April 29, 1983

More as a process than a product

The dialogue and debate about liberal arts at Houghton College is healthy and desirable. I applaud the *Star* for initiating the series, and I appreciate the helpful contributions faculty and students have made to this discussion that goes back at least as far as Plato's Academy.

While Socrates and his pupil, Plato, were concerned about the concepts and purposes of liberal education, the label "liberal arts" did not appear until about 450AD in a work entitled *Marriage of Mercury and Philology* by Capella. He divided the liberal arts into the *trivium* or the lower division subjects of grammar (the morphology, syntax, and structure of language), dialectic (logic), and rhetoric (primarily persuasive speech); and the *quadrivium* or the upper division subjects of arithmetic, geometry, astronomy, and music. Through the *trivium* students were to learn to think clearly and to express themselves accurately and persuasively in writing and speaking. The *quadrivium* used the skills acquired in the lower division to learn the beauty, structure, and content of the upper division subjects.

These liberal arts (or *tekne*, the Greek word for arts from which we derive our words "Technique" and "Technical") were carefully distinguished from the *servile* arts. The former were liberating skills or skills of the mind, which free men used to develop self and society. The latter were skills of the hands, which servants and slaves used to provide necessary products and services.

In actual practice, the liberal arts provided pre-professional education for men who were entering the learned professions of medicine, ministry, and law. The ideal was that these graduates would use the intellectual skills they had developed to master their professions while continuing to improve themselves and the communities in which they lived. It sounds elitist, and it was... *noblesse oblige*.

Is Houghton College, founded in rural New York by a man with little formal education, a part of that elitist tradition? Yes and no.

The great American experiment took as its premise (more or less) that "all men are created equal" (more or less). Thus education was needed to equip all citizens for the task of developing a society that was free and equitable. America was to have a government of the people, by the people, and for the people; it was not government by the aristocracy for the common people.

While America preached these lofty goals for its citizens and society, it also practiced pragmatism and utilitarianism in its schools and colleges. Colleges of liberal arts and applied arts and sciences were founded—sometimes combined in a single institution, and sometimes as separate schools. The dream was to educate citizens who were not only thoughtful, intelligent, responsible, and independent-minded (the liberal arts schools) but also who were vocationally effective citizens (applied arts, sciences, and professional schools).

This tension between liberal-arts purposes and professional purposes has existed at Houghton since its founding. In fact, during the tenure of A.R. Dodd (principal from 1886-1892), the school stationery carried this letterhead: "Houghton Seminary and Business School." In the upper right-hand corner appeared these words: "Practical education a specialty." The "Seminary" part of the name represented the classical and liberal art portion of the curriculum; "Business School" represented the applied and practical programs available at Houghton. The 1886 catalog stated, "In addition to the scientific and classical courses we would especially call attention to our commercial course." Examples of this tension abound in every subsequent catalog. For example, the 1936 edition contained this entry: "Economics—stress is laid not only on the few underlying principles, but also on helping the student to become a participating observer. It will be found especially helpful to the student who wishes to enter business."

I have deliberately described this as a tension and not as a contradiction. The goals and purposes of the liberal arts should permeate all that our graduates do in personal development, vocational activity, and community service. I believe those liberal arts goals and purposes include at least the following ideals. First, to paraphrase John Henry Newman, a liberal education encourages the acquisition of knowledge as a good in itself, whose aim is to grasp general principles, as opposed to fact-gathering or information-collecting without regard to meaning.

Liberal Education aims to help its participants think more clearly; clear thinking will become the basis of responsible behavior. Such thinking will also free those who possess it from the narrowness of provincialism and prejudice and from the capriciousness of behavior based upon impulse alone. As Plato observed, a person who is guided by impulse is only a slave; freedom consists in reaching decisions on the basis of intelligence. Thus, the highest goal of Liberal Education is the formation and discipline of intelligence and imagination.

The liberal arts should not (and in my judgement cannot) be equated with specific subjects and disciplines. Some technical and vocational sub-

The STAR Staff

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

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Cover by Donna Merrell

SENIOR ESSAYS

A steady light may be observed; a flash, however brilliant, is debated. (Calvin Miller)

In high school I read a poem about the tragedy of an athlete whose name died before he did. Right then I decided that I never wanted that to happen to me, and although I didn't verbalize it, I think I planned on a fame such that my name would appear in the history books my grandchildren read.

Well, my hopes were dashed when I hit college and realized how many others had dreams such as mine. And then I got back my first P.O.W. paper and Prof. Leax didn't ask me to teach the class for him. I gave up on the famous writer, famous artist, famous anything dream, and got tired of people asking just what I was going to do with my majors in English and Writing.

My parents had always said, "Just do your best. We can't ask for anything more." And I always assumed that parents had to say that to their children, along with "button up your coat," and "eat your green vegetables." What else could they say?—"Hey, kid, why can't you do better?" I think I assumed that doing your best was what you did when you couldn't do anything else. Just so there'd be something nice to have said at your funeral. "He gave it his all."

This year I've learned differently. When I began as *Star* editor, I could only work one week—one issue—at a time. Steadily. Once in a while I did flicker a little, twice threatening to give my editorship away to the first taker. *Why am I doing this?* Occasionally I even took crumpled-up *Stars* on the Campus Center floor as personal insults.

So, has it all been worth it? Yes. I have gained much more this year than in my previous years at Houghton. Not only in knowledge, responsibility, and the valuable experience of editing a newspaper, but in a discovery of what *really* is important. Recognition is not important. Popularity is not important. The elements which endure are the vital ones. They are what made this year a success. Slowly-wrought friendships that will last past graduation; the constant support and love of family members; a God in

Tom Darling, co-valedictorian, did not have his speech written by the time this issue of the STAR went to press, so he requested that the following verses take its place.

All man's efforts are for his mouth, yet his appetite is never satisfied.

What advantage has a wise man over a fool?

What does a poor man gain by knowing how to conduct himself before others?

Better what the eye sees than the roving of the appetit. This too is meaningless, a chasing after the wind.

Whatever exists has already been named, and what man is has been known; no man can contend with one who is stronger than he.

The more words, the less the meaning, and how does that profit anyone?

Ecclesiastes 6:7-11

Four years. Four years of practicing in small cluttered rooms with sagging walls, creaking floors, out-of-tune pianos, and doors that won't shut. Four years of fighting to concentrate on being louder than the pounding foot in the room above or the person next door. Four years of singing on hot days with an odd echo returning from East Hall or a passerby. Four winters of watching my breath freeze in front of my face and of trying desperately to play piano with my mittens on. Four years of learning patience, determination, and most importantly total dependence on God. And most beautifully, four years of watching professors grow right along with me.

Allison Stevens



The 82/83 *STAR* staff smiles engagingly in front of the *STAR* graveyard mural. Front row, from left to right: Barb Baker, Carol Allston (editor), Kathy Readyoff, John Nabholz (photo editor). Back row: Beth Sperry (editor-in-training), Dave Seymour (news editor), Linnae Cain (sports editor), Ann Major-Stevenson (managing editor), Jim Pinkham (literary editor), Mark Nabholz (music editor), Beth Emmons (production manager).

whom "I can do all things...."; and my own final realization that I need not be a blinding flash to be happy. I would much rather be a steady light, a constant.

And what you thought you came for is only a shell, a husk of meaning from which the purpose breaks only when it is fulfilled, if at all. Either you had no purpose, or the purpose is beyond the end you figured and is altered in fulfillment. (T.S. Eliot)

Carol LiCalzi Allston

We are often pulled into the *minutiae* of tests and papers, the details of a students' existence. These are tools of learning only if one chooses to learn through them. I have found that the completion of assignments is no guarantee of learning.

For me, the learning process begins with personal interest and energy. Between my sophomore and junior year, I decided my major was not leading me into what I wanted to do so I changed majors. I believe interest in a subject area is one key to discovering what God wants me to do with my life. Even though a radical change in major was a lot more work, I enjoyed it more and learned more in my new major than I ever would have in my old one. I have discovered the enjoyment of learning. If I do not enjoy a particular class, I try to relate it to something I do enjoy or at least study in an enjoyable setting.

My learning has not always been sophisticated. Some of my most valuable experiences have been times spent standing in front of the world atlas discovering where places *really* are. I have learned by seeking, I have learned by dreaming. I have learned by doing. I have taken advantage of many different opportunities both at Houghton and away. I have participated in the Highlander Wilderness Adventure and spent a semester in Washington, D.C. I have tried to use the curricula to discover on my own. I have taken classes I never thought I would survive—and did! My years spent here have been far from stuffy because I have chosen to learn—and not just be educated.

My learning has taken place in the woods, in the city, in the classroom, the cafeteria, lab, library, chapel, practice room and in Luckey building. But most of all, my learning has taken place through interaction with my friends.

Naomi Ruder

David Rowlands, co-valedictorian, presented this speech in last Wednesday's Senior Honors Chapel.

When Dean Shannon first informed me that I would have to make a speech during senior honors chapel, my first thought was typical of a friend, Ned LaCelle: "No way!" But then I began to think about how being at Houghton has changed me: I hope for better, not worse; probably not richer, but poorer by \$20,000; and you know the rest.

As I thought back over the past few years, I remember as a senior in high school looking forward to college with both anticipation and trepidation. I had seen what college had done to older friends, some bright and some not so bright. After only a few months at college, they all would come home with a glow, a mystical aura of intelligence, culture, and poise. They would respond to my greeting "How's college?" with tales of parties and all-nighters, econ classes from a Chinese prof. nobody could understand, failing tests and getting bombed. So I came to Houghton as a freshman on the lookout for Chinese econ profs and quarter kegs in closets.

During those first few days, I was afraid to ask questions, and when I did, they always seemed to come out wrong. Like the time when I had just missed Professor Doeze's Western Civ class, so I ran in after class and blurted out, "Did I miss anything important?" After all, I was only a freshman. Seniors seemed only slightly lower in intelligence than Einstein, and the professors were certainly his equal.

As I stumbled into my sophomore and junior years, those years of the mid-college-life crisis, I began to feel that I had sold myself out to a second-rate institution. It was almost embarrassing telling my friends at Brown, Harvard, and Princeton that I went to unknown Houghton. Then, I became disillusioned with my professors. Few, if any, had satisfactory answers to what I perceived were the important questions in life. I felt that I never left a prof without his answers just stirring up more questions. It never occurred to me that I didn't even understand the important questions, or that these questions that were generated were the path to some of the answers.

My fellow students disturbed me too. There were, as there always are, two types of students: those who thought that to study without ceasing followed the Word of God, and those who didn't study because, "We should use our time to 'serve' God." It seemed to me that Aristotle had better advice for this godly place: was there no golden mean?

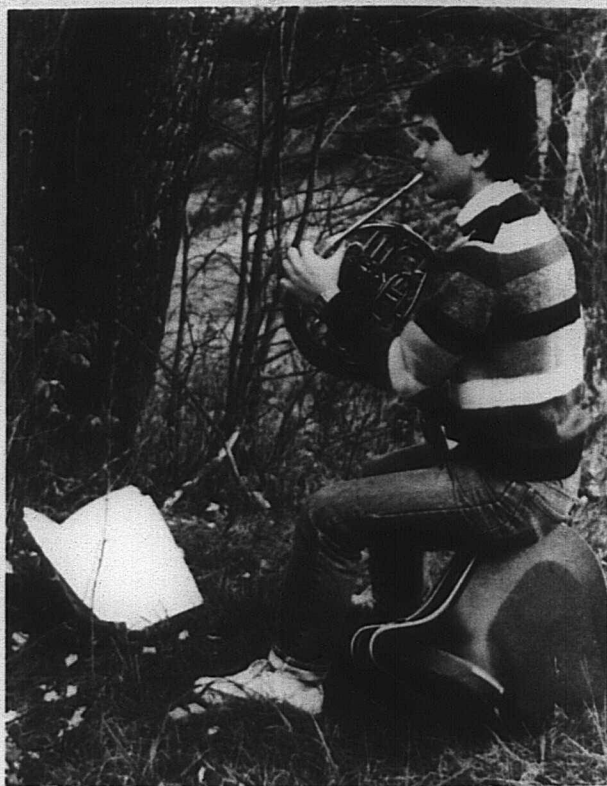
Other uncertainties quickly became companions of these. My plans for Med school and other prestigious visions collapsed. The rationale I had used to choose my major began to crumble. I even found my Christianity wobbling like an unbalanced yo-yo. What was wrong with me? I didn't know so I drifted on, outwardly seeming happy and content. Inside, I was torn by frustration with my own ideas of what it means to be successful, and disconcerted with the carefree attitudes of others. I was weary of searching for answers—answers that I felt others had found. Surely out of all the well-adjusted people on campus, someone must have come up with answers that could help me.

As I entered this, my senior year, these doubts loomed large. I still didn't know what I wanted to do, while most other seniors seemed to be looking forward to graduation. Was it only I who had no direction? I called on God again and again to direct me, but still no answer came. Christian friends helped me and advised me not to give up. Some even consoled me with tales of their own misfortune. Their depressing stories were not too helpful. So I went to the racquetball courts frequently to drown my sorrows in sweat.

One day, as I complained to my patient roommate about having no sense of direction, he suggested that maybe I should just do what I was doing presently, and be good at it. Whether this was well thought out or not, I don't know, but I didn't know what else to do, so I tried it.

Now, as I think back to this moment, I see that perhaps this was an answer to prayer—but maybe not. I am still not sure, but I suspect it was.

Through these four years, I have come to think that probably there are no ultimate answers to the important questions in life, only tentative ones which develop as we develop. I also realize that there are some who have believed this all along. Yet I do not feel that my struggles were in vain. I have reached another beginning. It begins a trek that will lead me down the road that Gordon Allport calls "becoming" human, that is, making decisions with the realization that they affect our personality and soul. With this firmly in mind, I now feel that our fulfillment in life won't be only in reaching goals, but in struggling to become more human. ★



David Rowlands

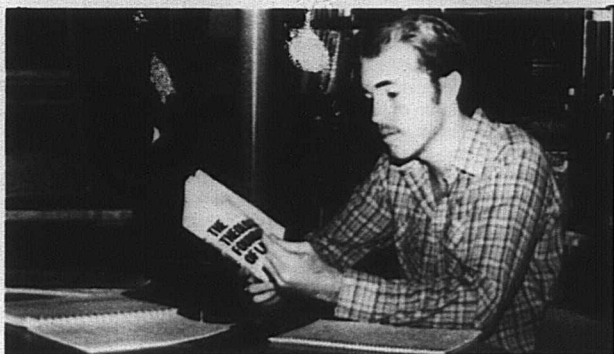
If someone were to ask me right now, "How do you feel about your four years at Houghton College?", I do not know how I would respond. My inability to express myself stems from a deep-seated ambivalence towards the goals and purposes of a Christian liberal arts college. As has been explained to me on numerous occasions, the keystone of education is the ability to question, to probe, to think. From what I can see, Houghton accomplishes this adjective quite well. Probably the greatest ability I have developed while studying here has been my ability to ask "why?". I have learned to look beyond the surface of any proposition, fact, or value. After all, lawyers are supposed to be able to do such things. But, not only have I learned how to ask the right questions, I have also learned to enjoy asking these questions. From early childhood, I have harbored an avid interest in knowledge and learning. But it was not until I entered Houghton that I could finally enjoy this interest.

One question which has confronted me time after time, again and again this year is "Why ask why?". I find this question particularly disturbing when it is applied to matters of faith. In the long run, we are dealing with people's souls, aren't we? The traditional defense of applying liberal arts in a Christian setting is that one's beliefs should be strong enough to withstand attack. While this defense sounds plausible to probably a majority of Houghton students, I must ask, "What happens to those whose faith is not strong enough in the first place?" This is a relevant question here at Houghton, believe it or not. I have seen some of Houghton's finest students degenerate from loving Christians to little more than cynics. These are students who were literally brought up in the Christian faith. Up until their enrollment at Houghton College, there was never a doubt about Christ in their minds. I suppose there is always that element of risk involved in asking the question, "Why?". If a fact, proposition, or value is tested and found wanting, then perhaps it should indeed be thrown out. I can be committed to that concept intellectually, but emotionally it tears me apart for I have seen Christianity questioned and rejected. Because men are unable to understand God, some would throw Him out.

Others, realizing their innate inability to understand Him, have the faith component of their belief strengthened. My only consolation to those who doubt Him is that His love for us is never in doubt. But I still must ask, "Is the risk worth it?" I really don't know.

Along with an increased appreciation for learning, I have also learned the importance of people in the learning and growing process. Fifty years from now, I am sure I will remember little of the course contents I have memorized, but I will definitely remember two things. The first is the ability to think which has been developed here and the other is the friends I have made. A good part of my time here has been spent in learning how to interact with others. This has been infinitely more difficult than learning how to think, for in learning how to think I deal mainly with my own abilities and shortcomings, whereas in learning to deal with people one is presented with a complex set of individual personalities in a framework of varying social definitions of reality. I must admit though that the social side of my education has been much more "Fun" than the intellectual side. I have particularly enjoyed my two years at Davis House, not because of palatial furnishings and upkeep but because of the guys who lived there with me. One idea that often bothers me is the idea that college students need to have their hands held; Houghton does have a tendency to do this. At Davis House, we could pretty much set our own rules and live as we pleased. We had no houseparent or RA to watch over us continually. I wouldn't have traded our independence for anything. In Davis House, we were forced to deal with each other as adults, and although it was not always easy (believe me!), I think we've all learned more of what responsibility is because of it. Houghton students in the past years have had positions of responsibility on the major governing councils and students have responsibilities for campus activities, but Houghton College is still reluctant to give its students the responsibility of choosing where they live and how they will live. Because many in the Administration, Faculty, Community, and Alumni consider us children, children we remain.

Tom MacIntyre



Tom MacIntyre

less, unless money is all you're after.

(I should have warned the reader ahead of time that this was going to be preachy. But I figure "what I learned at Houghton" is not supposed to mean facts—like King Eiderweis the Third got mad at his third cousin's illegitimate son and banished him from the kingdom, whereupon said cousin started the War of the White Petunias. So *en avant!* On to More Things I learned at Houghton and Elsewhere.)

Number Two. Open-mindedness is not necessarily a good thing. Leave anything open long enough, and all sorts of creepy, crawly things can get in. God said, "Thou shalt not commit adultery." He did not say, "Well, we might make exceptions if a guy's wife is frigid and there's this cute blonde widow next door." He said, "Thou shalt not commit adultery. Period. That doesn't leave much room for, 'Now, let's be openminded about this.'"

I am speaking of course of specific commandments, the "this is a sin" type. On issues that aren't dealt with in Scripture, open-mindedness is O.K. if it isn't overdone, if the person doesn't go strutting around declaring to all the world, "I am open-minded. So I am. So I am." It is regrettable that, as a heroine in a book once said, "Open-minded people are not at all interesting."

Number Three: Cynicism is the attitude of an immature mind. As far as I can make out, cynics are people who cannot cope with reality, so they stand back and snarl at it.

Number Four: Bullheadedness is not necessarily bad. It's what got me through college. I like Houghton. I've been here four years and I still like it. But there were times, I admit, when I felt like throwing the whole thing over and going home to the farm. (I still, and forgive me for this, please, like farmers and other country people better than intellectuals anyway.) But it was my cussed mulishness that kept me keeping on. Because I wasn't about to go home to those people and admit that this farmer's daughter was a quitter.

Commitment is the greater part of love. You've got to have it to be a Christian, to be a good husband or wife, to accomplish anything for good in this world.

Finally: Responsibility. This is one of the main reasons I'm not a pacifist. If a country's principles provide her citizens with a kind of liberty and well-being they won't find elsewhere, I believe it's only fair that those same citizens be willing to fight in her defense in return. I also have a quaint, old-fashioned idea that if a man marries, he is responsible to protect his wife—and she him if the situation is reversed. One of the saddest indications of selfishness I have ever seen was a draft protester carrying a sign that read, "Nothing is worth dying for."

I've been sounding pretty stern, so I want to conclude with DON'T LOSE YOUR SENSE OF HUMOR! Be able to laugh at yourself. In general, we take ourselves much too seriously. I am perfectly aware that I come off as a stick-in-the-mud conservative, a sentimental, naive idealist, and I find humor in that. (Why, I still get pleasant little chills up and down my spine when they play the Star Spangled Banner, or when the announcer reads a Memorial Day tribute at a rodeo and the cowboys stand there with their big hats over their hearts!)

I love you all. Have a nice life. And if you disagree entirely with everything I've said, hurray for you! Originality is the spice that makes living delicious!

Audrey Stallsmith

I ask myself frequently, "Why is Houghton so special?" or better yet, "What will I remember most about Houghton?" It is certainly not the weather (even as I write this essay, storm clouds drench Houghton). The education I have received here was great but I will not regret for one moment the frustration of late nights and the anxiety of overdue papers. I salute our food service for preparing adequate meals but I still savor the flavor of a home cooked meal. Furthermore, the social life (ie. Artist Series, banquets, movies, etc.) that is found here at Houghton is certainly far above the entertainment we will find upon leaving here. Yet, it is not any of these things which will give me fond memories of Houghton.

In Henry James' short story "A Beast in the Jungle," John Marcher, the protagonist, continually preoccupies his mind with premonitions of impending disaster which he will someday face. Marcher believed that somewhere along the road of life, some form of suffering or disaster would overcome him. Marcher imagined himself walking through the jungle of life, and lying amidst the tangled brush, was the crouching "Beast" who would spring from his lair, attacking our hero. Along his journey, Marcher meets a woman, May Bartram, who, sympathizing with his plight, determines to watch with him for the dreadful day of the "Beast." Marcher and May Bartram grew old together watching and waiting for the thing; however, Marcher never once gave any hint of needing a romantic relationship with May or with anyone else for that matter. The all-consuming preoccupation with his burden left him feeling that no relationship could be pursued as he would not want to involve another individual in his misery.

One day, May reported to Marcher of a deep disorder in her blood. As the days press on, her health increasingly worsens, and it is at this point that Marcher realizes that May knows what the dreadful "Beast" will be. May, in her dying moments, refuses to tell Marcher the dire fate which he must undergo. May dies, leaving behind a bewildered John Marcher who, knowing that the "Beast" had already attacked, vowed to find who or what it was.

In my estimation, John Marcher makes the mistake that I myself fall victim to, that being: one's own frame of reference, one's own personal experience is most important. Selfishness and egotism, we would all agree to some extent, seems to be the prevalent attitude of our society who, in the past decade and a half, has coined such terms as the "Me Generation." Unfortunately, this smug heresy filters into the Church and into the lives of individual Christians, myself being no exception. My own life comes far from meeting the expectations that God sets for His children. The Old Testament Law concerning relationships said, "Love thy neighbor as thyself" (Leviticus 19:18). This command literally meant that an individual must wish the same for a neighbor as he wishes for himself; and the effort one puts forth securing his own needs should also be put forth for his neighbor. If your neighbor was in need of food, then you either were responsible to obtain food for him or share one half of your own rations. The application of this commandment cuts clear to the bone, attacking areas where it hurts. Love is often a tough thing to do, especially when we have an undesirable. Jesus, however, gives us a new command which is this: "... that you love one another, even as I have loved you..." (cf. John 13:34). First, how did Jesus love? He loved us so much that he gave his own life on our behalf. Does this mean we should be willing to lay our lives down for our brethren? According to Christ, it does. (Our definition of loving seems to be getting a lot tougher to follow).

John Marcher travels the world to find who or what the "Beast" was, only to return to where he had begun his quest a year earlier, the tomb of May Bartram. It is only by chance that he happens to notice a man standing by another tomb. As the man turned and walked by, Marcher discovered something on the man's face—the look of grief. Suddenly Marcher's consciousness was stunned into an awful realization. The "thing" which he had dreaded was his own lack of never having loved. He had never had compassion for May, and in his resistance to love, Marcher becomes a fallen hero—a man that had never truly lived.

My fear for us as Christians is not that we have not loved, but merely that we have not expressed it adequately. Have you expressed to those special people that you care about them? Have you told them you love them and have you acted upon that love? If not, I'm afraid you too might face the same plight as John Marcher.

In years to come, the thing that I will remember most about Houghton is the many beautiful people whom I have appreciated very much. My only regret is that maybe I could have expressed my love better to them. I've learned that loving is not always the most pleasant thing to do; in fact, it can be strenuous, possibly encompassing all the strength you possess. The task ahead of us is to appreciate those people who are around and not to let these moments slip idly through our hands. Before I know it, I will have graduated, and the people who have been my companions for four years will be gone; some I will never see again. I earnestly pray that they will know that I loved them.

Doug Geeze



Doug Geeze

Continued from page 2

jects clearly are not liberal arts because they present narrow specific skills which do not transform the learner nor equip the learner to think and grow. However, even the humanities forfeit their claim to be liberal arts if they become so routinized that one learns names, dates, literary types, characters, methods of formal analysis, etc. without anything happening to the teacher or the learner. I would also insist that scientific study can be liberating and illuminating (and thus liberal arts) or it can degenerate into gathering technical data which then is disseminated by professors and repeated by students without any imaginative or humanistic consideration of the material.

The liberal arts must be regarded as living, dynamic, and changing. As soon as a single and final canon is insisted upon, the critical and creative spirit essential to the liberal arts will have been violated. We will then have students who know about the liberal arts but who have not been transformed by them. We will have the dilettante who is arrogant about his learning, rather than the humble searcher for truth who knows there is much that he does not know but who also knows how to go about the life-long process of learning more.

Alfred North Whitehead once described the liberal arts as the "imaginative consideration of learning." I would concur that the liberal arts are best defined more as a process than a product; more by the presentation and examination of "why?" than "what?". Those who are immersed in liberal learning will be characterized by clear and critical thinking, by an appreciation of the human heritage, by intellectual and aesthetic curiosity, and by a growing understanding of self and society. They will also be sensitive to others and be able to cooperate with them in developing better people, an endeavor which is essential to discharging our responsibility to build a better world.

Dr. Daniel R. Chamberlain

"...and whatever a man knows, whatever is not mere rumbling and roaring that he has heard, can be said in three words."

—Kürnberger

I have always suspected they would graduate me, but the actual imminence of the whole thing is rather disconcerting. The theme of transience and passing recurs in my mind in these last times, so I thought I would take this opportunity for a few passing thoughts.

The idea of leaving Houghton carries with it the feeling of loss of familiar places and memories. I think of walking through golden, rustling leaves on an autumn night, talking with a close friend; of the camaraderie and exertion of intramural soccer games; and the thought of going away saddens me. I remember Organic Chemistry, where I also thought a lot about sadness and passing; eight o'clock classes; my four years in Gao; the tingle of anticipation tinged with wonder when taking my first bite of Pioneer's Mystery Meat Salisbury Steaks; the curfew and the monastic living places.... Of course, I might be able to adjust to life elsewhere after all.

Senior essays traditionally recognize some teachers and, in keeping with the theme of this one, I thought I would take some passing shots. I realize that I will not be able to hit everyone; those omitted may thank me by mail.

I was going to laud the omniscience of Dr. Oetinger, but that has been done last year. Besides, if it is true, he already knows what I would say. I decided to thank him for teaching me to count the cost of things, to two decimal places on the dollar.

Thank you, Mr. Basney (he usually doesn't like it when I call him Dr. in print), for telling me that writing fud (I think that is how you pronounce Ph.D.) after one's name does not guarantee lucidity of one's thought. You accepted my papers on their own merit, and not just on the merit of the footnoted authors; I promise I won't tell anyone it's your fault.

Dr. Sayers, although you try not to be a role model, you are still libel [sick] to influence people with your writings. Perhaps you should adopt a pseudonym, like Ann Slanders. As much as it pains me to admit it, Thank-you—I would take all your classes again, although I'm glad I didn't have to. The Kürnberger quote from the Tractatus is for you; by the way, what are the three words? All I could think of were "Don't look now," "I don't know," and "No anchovies please," and I think I cheated using contractions.

Transience is imminent in Houghton as well, though. I have lived to see fulfillment of the prophecy of "This too shall pass" as applied to the

Latin curriculum and dining hall food. *Sic transit gloria mundi*. You just can't seem to hold on to those gloria's. It is nice to know that some things remain the same, though: Gao still stands, a tribute to Houghton's Oedifice Wrecks complex; and Shane Hodges is still attending classes.

The sight of so many seniors gearing up to start their lives in the real world gives me an odd feeling, for many do not realize that in one sense there is no such place, and in another sense they are already there. It is like the old Palmolive dishwashing commercial where the customer asks Madge what Palmolive is like and is startled to find she is already soaking in it; we have lived in the past, and are now (for the most part). One day will not certify me as an adult, just as my location cannot deny that fact. I have not been working for my diploma; it is just a receipt, for I have already taken home the merchandise.

The fit of seriousness has passed, so you may resume reading, if only for a short while. I thought of saying something about liberal arts, like pointing out that it is a two-way process and that it cannot be successfully inflicted on a student without his consent, but didn't have time to make up an interview between myself and a professor and so gave up the idea.

It has come to pass that I have come to pass and, while it is saddening to leave, it is great to go. I'm sure many of my teachers will concur. The pleasure was mutual in many cases, but the payment was pretty one-sided.

In three words: it was good.

James Barton

Congratulations New Editors!

Beth Sperry—*Star*
Laurie Palmer—*Boulder*
Jennifer Thirsk—*Lanthorn*

the dry salvages

*When the train starts, and the passengers are settled
To fruit, periodicals and business letters
(And those who saw them off have left the platform)
Their faces relax from grief into relief,
To the sleepy rhythm of a hundred hours.*

*Fare forward, travellers! not escaping from the past
Into different lives, or into any future;
You are not the same people who left that station
Or who will arrive at any terminus,
While the narrowing rails slide together behind you;
You shall not think 'the past is finished'
Or 'the future is before us'.*

*At nightfall, in the rigging and the aerial,
Is a voice descanting (though not to the ear,
The murmuring shell of time, and not in any language)
'Fare forward, you who think that you are voyaging;
You are not those who saw the harbour
Receding, or those who will disembark.*

*Here between the hither and the farther shore
While time is withdrawn, consider the future
And the past with an equal mind.*

t. s. eliot

Campus Center: Luckey Building's Branch Office?

by David Seymour

Student Senate President Darren Sherland announced to Senate last Tuesday (April 26) that the Admissions and Financial Aid Offices are considering a plan to move their facilities to the Reinhold Campus Center, where they would occupy and close off a portion of the student lounge, combining their offices into one complex. The plan would mean that those offices, now located on the second floor of Luckey Building, would have more space than they now do, but would take over the end of the Campus Center lounge facing Valley View.

When asked in Senate whether this move would involve an exchange of building space between the administration and the students, Sherland replied that no exchange was under consideration by the college; Admissions and Financial Aid would simply move in. Sherland stressed that the plans are not definite, but that he wanted to inform Senate that the changes may take place and that students should be aware of the possibility. In fact, he noted after the meeting that Mr. Nielsen, the school's business manager, told him that Admissions and

Financial Aid may have moved into the proposed space by the time students return in the Fall.

Sophomore Class Senator Dale Hursh made a motion during the meeting in response to the Administration's possible plans. The motion read:

We the Student Senate, on behalf of the students at Houghton College, do hereby express our belief that the Campus Center should primarily be a student center, not another administrative office building. We therefore protest any plans to move any of the administrative offices from Luckey Building to our Campus Center. We request that no action be taken on plans such as these without prior consent of the Student Senate.

Senate subsequently passed the motion unanimously. Though it is nonbinding on the administration, it was designed to state clearly Senate's opinion on the matter of student space at the Campus Center.

Further inquiry Tuesday night revealed that the actual plan entails the appropriation of 25 percent of the student lounge, or up to the first set of poles from the east window. President Chamberlain had initiated

the proposal, citing the somewhat unattractive appearances of the cramped Admissions and Financial Aid Offices, which constantly cater to prospective students, as reasons for a location change.

According to Senate President Sherland, Admissions wants a better-looking, less-crowded office, and Financial Aid also desires a warmer environment. He stated, however, that Robert Danner, Dean of Students, has to approve of the move before it can be carried out.

President Sherland said he personally feels students need the Campus Center lounge for their use, and noted that there is some support of faculty on this issue.

Administrative encroachment on the Reinhold building is not a new problem. Senate itself maintained its offices where the Career Development and Counseling Center is now located until about five years ago, notes former President Jeff Jordan. Now, Senate uses the smaller one room area between the coat rooms just south of the student lounge as an office. In the 1979-80 school year, Jordan recalls, a television production studio was built in the Campus Center basement in the room by the

pool tables. This section, which is now used for academic purposes, used to function as a second student lounge, called "King's Court." In addition, the former TV room—adjacent to the mail room—was recently taken from students to provide space for the Phonathon Center.

Now, the Administration is also making plans to move WJSL to the basement of the Campus Center over the summer. The College radio station is largely a student-run organization, but if the move occurs it will turn over the Fine Arts Building's basement, where it is now located, to the Fine Arts Department. Again, the end result of this plan is less room for students to relax and recreate.

Thus, if both WJSL and Admissions & Financial Aid move into the Campus Center this summer, that will total five areas in one building in five years which the college has removed from student use.

★ Sherland informed the *Star* at press time that, after further consultation with the Administration this plan would not be acted upon.

Pickut Discusses Coming Years for WJSL

Jeffrey Hansen: Walter Pickut is next year's student general Manager for Houghton's radio station. He is currently finishing up a communications degree with hopeful anticipations of being a Christian radio broadcaster. Last week He sat in on a Board of Directors meeting concerning WJSL's future:

Hansen: As it stands now, how do you view next year's progress at WJSL?

Pickut: WJSL is in good shape. A starting point for WJSL's progress lies in its past ground work. We have a really good base to work with. There is nothing important that needs to be fixed... we will be adding to the progress made in the past year.

Hansen: Are there any projects planned for this up-coming year?

Pickut: There is a strong possibility that we will be building a new studio in the basement of the campus center this summer.

Hansen: What's wrong with the current facilities?

Pickut: It's time for a step up. The current building is old—A couple of the major studios have no heat. The space is available in the campus center and the Art Department can make use of our old rooms.

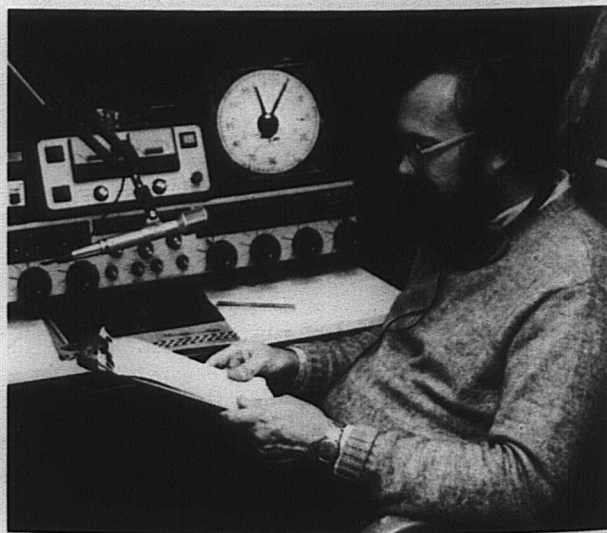
Hansen: A new location is one goal. Are there any others?

Pickut: Another plan is to re-locate the antenna. Our current antenna interferes with T.V. reception in some of the dorms. Furthermore, a higher elevation will mean a larger range. Currently our signal can be reached as far away as Olean, but that is only occasionally. A higher antenna will also reduce interference.

Hansen: Where will the new Antenna be built?

Pickut: Probably on the base of the school property up Centerville hill. This will give us a higher elevation and better range.

Hansen: How strong is the signal



Walt Pickut, WJSL General Manager 1983-84

now, and how strong will it be?

Pickut: Within two years we will be going to 2500 watts. Right now we're at 200 watts. This will mean higher output and greater range. Another change is the possible adaption of a disk, receiving signals from a satellite, which will affiliate us with one of the national Christian broadcasting networks. This will enable us to stay on the air 24 hours-a-day, 365 days-a-year.

Hansen: Are there any changes in the format planned?

Pickut: A few refinements, but no real big changes. One of the most important things we want to do is protect CCM (Christian Contemporary Music). We have the problem of serving both the community and the school. The federal communications license is a government license supported by tax payers. The government insists that a radio station serve its community. If the community was just the campus, we could do anything we want. But since the signal goes off campus the law maintains that we support the community as a whole.

Hansen: Have you heard any feedback from the community on WJSL's performance?

Pickut: Many community members have informed me that they are happy with what Houghton offers on WJSL. They like WJSL playing Christian Contemporary Music. Many community members feel it is a good influence on their children—they don't have to listen to just rock sta-

tions all the time. Community members have also been pleased with our standard-type church music. WJSL offers music blocks of both CCM and worship music to its listeners.

Hansen: Are there any changes seen in the actual running of the station.

Pickut: In two years the general Manager position will probably be staff appointed.

Hansen: Why?

Pickut: One reason is due to our expected 24 hour air time. Another reason for a full-time staff appointed person is Houghton's expected Broadcasting minor, to be added in two to three years. Houghton plans to add several more broadcasting courses, which will mean the station manager will do a lot of the actual training. The student managers will also have a higher level of responsibility. One area will be in supervising student practitioners.

Hansen: Do you think the station will benefit from a staff manager rather than a student manager?

Pickut: I think the station has reached its limits as a purely student managed operation. Unfortunately students do not have certain resources at their command. The resources that it takes to buy new transmitters, build new studios, or offer new courses can only be met by the administration or faculty. The faculty and administration have to be drawn closer into the operation, or else there is no way to make use of what they have to offer.

Some students may feel that the faculty are intruding on student's rights through their increased involvement, but most people working in the station don't see it that way. The administration is there to help. They are only looking out for the students in the long-run. The administration is open to student suggestions and will change things to meet current needs, as-long-as they do not go against the school's or stations objectives.

Hansen: What would you say are WJSL's major goals?

Pickut: The major goal is to give students much more for their dollar—to give them a chance at a better education in broadcasting. Another goal is to boost the signal so students can be heard in places other than Houghton. We hope to boost the signal so students can be heard in places like, Buffalo, Rochester, Wellsville, and Olean. This will give students a greater sense of satisfaction—knowing that their voice is being heard by many.

I am personally working on the plans to get learning modules implemented as training aids. These include: tapes, booklets, and visual aids, which can give students a better grasp on proper techniques.

Another expectation is to make use of toll-free numbers, located across the country, to bring in the news. For example, student will be able to call directly to the White House for news stories.

Hansen: Is there anything else you would like to add?

Pickut: I would be very interested in knowing what would increase student listening. Any students wanting to express their opinions, positive or negative, can drop me a note intracampus.

Service Recognized

(HCP)

Houghton College President Dr. Daniel R. Chamberlain cited 26 full-time employees - faculty, staff and administrators - and trustees for a combined 440 years of service at a recent Thursday evening college staff recognition dinner.

For 30 years of service with the college, Dr. William T. Allen will select a \$200 gift of his choice. Composer in Residence and Professor of Piano and Theory, Dr. Allen has composed some 300 choral, piano and solo-instrument-with-piano works. His opera, *Young John Wesley*, commissioned for the Houghton College Centennial, premieres on April 22 and 23. Presented gold watches for 25 years with the college were: Mr. E. Douglas Burke, Professor of Physical Education; Dr. C. Nolan Huizenga, Professor of Piano and Head of the Keyboard Department; and Mr. Clair J. Luckey, carpenter foreman.

Awarded gifts of their choice for 20 years with the college were: Mr. Horace Emmons, Pioneer Food Services baker; Dr. Lola Haller, Acting Chairman, Division of Psychology and Education; Mrs. Ruth Hutton, Assistant Professor of English; Dr. Kenneth Lindley, Chairman, Science and Math Division; Dr. Katherine Lindley, Chairman, History and Social Science Division; and Mr. Robert Miller, electrician.

Nine employees and two trustees received engraved desk pen sets for 15 years on the job; another five received gifts for 10 years of service.

Perkins Seeks Education

(HCP)

Dr. Richard B. Perkins, Houghton College Sociology Department Head, was one of 12 participants selected to take part in a workshop on "Christianity and Social Theory" held at Covenant College, Lookout Mountain, TN, April 9-15.

The workshop was the first in a series of 10 sponsored by the National Endowment for the Humanities and the Christian College Coalition. Planned for national exposure, the seminars are geared to assist full-time college faculty in developing curricular materials that combine the study of Christianity with disciplines in the humanities.

Explaining that he participated in the seminar to "firm up my thinking" for both a book and an article he is writing, Dr. Perkins said the workshop dealt with social theory from the perspective of a Christian world view. Perkins said he's completed seven chapters of a nine-chapter book on Christianity and

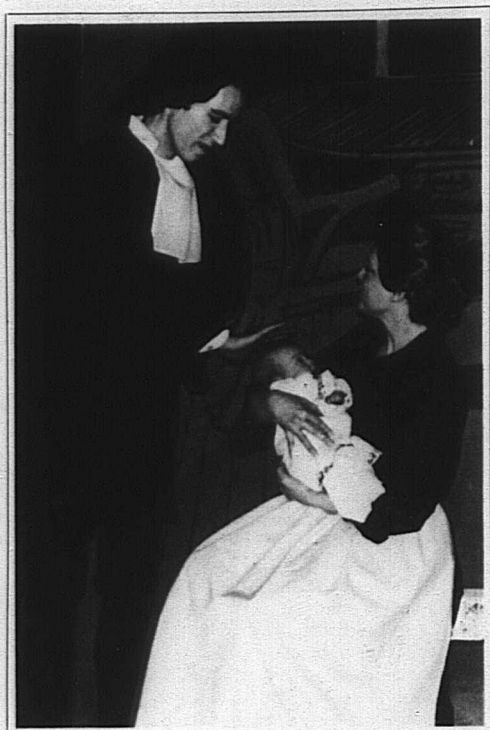
Sociology, and will submit an article on the same topic next fall to the professional journal, *Christian Scholar's Review*.

Dr. Perkins received his B.A. degree in psychology from Wheaton (IL) College in 1965, his M.A. and Ph.D. degrees in sociology from the University of Massachusetts, in 1972 and 1977 respectively. Dr. Perkins serves on the Allegany County Human Services Satellite board.

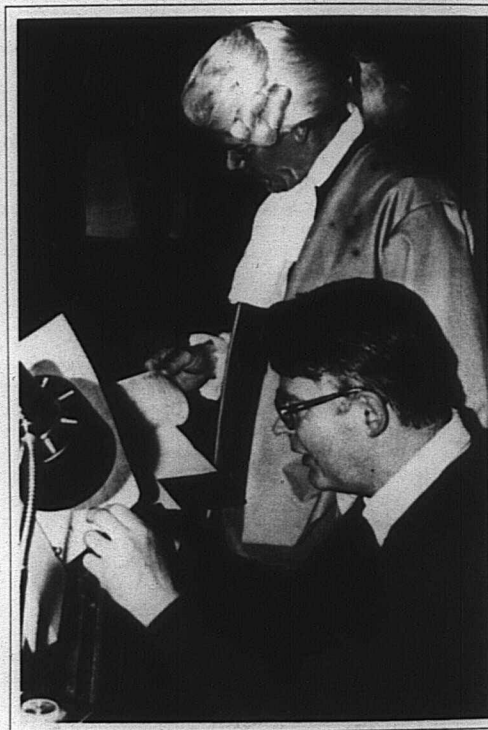
Two other Houghton College faculty are planning to participate in NEH SUMMER WORKSHOPS. Dr. Charles Bressler, Assistant Professor of English, will attend a Bible and literature seminar directed by Dr. Leland Ryken at Wheaton (IL) College June 3-11. Religion and Philosophy Division Chairman Dr. Carl Schultz will participate in "Christianity and Linguistics: Perspectives on Language and Christian World View" to be held July 2-8 at Bethel College, St. Paul, MN.



John Wesley's Scrapbook



"Quickly, Sukie! Make haste to yon wigmaker!"



"I'm sorry, Bruce, but there's no way I can add a love scene!"



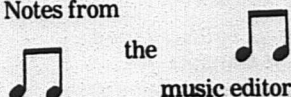
"...if a man hath long hair it is a shame unto him.' Huh?"



"But I can't marry you! I'm engaged!"

MUSIC

Notes from



the

music editor

If the school year was twelve months long with only one week of vacation I would have one consolation: my post as Music Editor would last longer! This year and particularly this semester have been great fun, and I believe that under Carol's capable leadership the STAR has reached a level of quality and service that will be a hard act to follow. Along with high quality, there have been high spirits. Bickering and back biting have been virtually non-existent. That's something we're all very thankful for.

There have been slight disappointments. Readers response was rather high verbally, but low mail-wise. For instance, all I heard about the article questioning the limited music library hours were rumors of a permanent black cloud over one or two desks in the library offices. This puzzles me, because I gave no ultimatum, threatened no violence, and tempered my comments with a healthy dose of friendliness, hoping to foster a response in kind.

Since we're on the subject, though, Isn't it strange that we can afford to hire a student to sit for hours with nothing to do but collect a pittance from students who leave something lay long enough to be snatched by a lost-and-found vulture, but can't afford to hire someone to sit in the music library and perform a valuable service to students? Something doesn't ring true there, but maybe we should write it off as someone having bats where the bells should be.

The most surprising response received was from the articles on commercialism in Christian music. I thought I was stepping out on thin ice, but received only positive reinforcement from both students and community members. That was a definite encouragement.

Well, I can't ramble on forever. In short, all things considered, this has been a great experience, and I regret that I will be unable to fill the position another year. Thanks to all those who have been so supportive. You've made my work here in the campus center basement lighter and extremely enjoyable.

Sincerely,
Mark Nabholz



"But Mom! They let us dance at Oxford!"



Julie Sawyer accepting the Senate Excellence Award in art

Smile at Art

On display in Wesley Gallery until April 30th are the Senior art exhibitions of Terri Hare and Julie Sawyer. It is a lively show consisting of several media—oil and acrylic paintings, prints, ceramic sculpture and one piece which combines painting and sculpture. All spectators should read the artist's own statements posted in the gallery to fully appreciate the display which is in partial fulfillment of the requirements for a Bachelor's degree in art.

Terri's prints are exceptionally strong and appealing pieces, precise and solid both in composition and in color relationships. By contrast, her paintings make use of a free style, employing large, modulated color fields. Five panels entitled, "In the Beginning . . . Color," vibrate and shimmer with rich blues on the surface and a mysterious light that seems to emanate from within. In her own statements, she speaks of a desire for us to confront the painting as a visual experience in itself as she converses with color, giving us freedom to define that experience for ourselves. There are no demands on our conscious level nor is there any intent to relay a message to us. Most of us, however, will instinctively look for the title card so we can fully participate in the artist's intention.

One unfortunate factor which precludes complete appreciation for the large pieces is the lack of plain white wall space for display purposes. The wainscoting of the gallery tends to break up the full visual impact of the pieces. Hopefully, this can be remedied for future shows so the art does not have to be tailored to fit this

particular gallery.

Julie chose a thematic approach originating from her childhood memories of raising chickens. A single egg is placed somewhere in each of five large landscapes. Her "Long Distance" is reminiscent of French surrealist, Rene Magritte's style. The very dramatic "Venus" has a flavor of instant recognition stemming from Botticelli's classic, "Birth of Venus". Julie's ability to expand on the iconography of the egg is certainly one of her main accomplishments and the paintings' more alluring qualities.

There is a risk involved in narrowing a show to a single motif but this has been minimized by her use of at least three media. This diversity and Julie's own skill serve to whet our appetites for something beyond the egg course.

With the often steady diet of conceptual art in recent years it may come as a relief to find that art does not have to be a heavy psychological experience nor do there have to be cryptic messages that boggle the brains. Here we discover that a light, but not totally illogical, approach to art is acceptable and art can even dare to be whimsical today. Both Terri and Julie are to be commended for their imaginative and "non-trendy" pieces and for a show that provides an occasion for the Houghton community to smile at art.

ART

A Spring in 4 Halves

I.

*There is no place
smelling near so fieldful
as the memory of
coming home to father's barn
at April's end.*

II.

*A breeze of green
stirs across
winter's bed of barrenness.
The brown land
conceives an idea
of life.*

III.

*The sound, again,
of water.
No longer cold day rain-drip,
but shower
wrung from sun -
liquid spirit's
coolen fire
for earth's drawn yearning
root.*

IV.

*It is so new to be re-named,
too untouched to be defiled
by rushing take.
Do not move yet
toward the way spring
begins -
But...
wait in soft respect
for her
to fully dress.*

For Ruthie R.

*Your God - is Father figured.
Comfort of Allmight -
"Daddy, daddy!" in the night of
hot mad dreams, of
sweated terror and streaming
tears (from fear! yet soon
waking safe in arms
the bristled chin and
dusky voice "it's alright, baby,
you're safe right here").
Listen for the clear of
what came through - lie still
in settled peace
for knowing a God hand
tucks Dad inside covers (is)
even now (His child)
and ever has been.*

Poems by Kathy Readyoff

The Man and His Ducks

*The old man stands on
wet land, happy at his
ducks - is closer to these
friends than most people are
to theirs and in the afternoons,
instead of naps, he puts
on coat and cap and
leads the parade of
white feather and fat
across to the creek
lets them splash and splay water
along the banks of broken reeds
watches with a pride
speaks more to them and self
than passerby:
them ducks sure love
that water, don' they?*

A Conservation

I.

*Mind you
careful not to let them
kill down those trees
for when these are gone
there is no
patient shading
from time's ugly age
no silent counter
of the living years with
rings and rings of
scar
(and though no telling
dropped of twigs
and veins of leaves
and seed and spring
gluesap could say, most
every year was another hard labor).*

II.

*Let your roots
dig deepfingers
down
into all that
feeds the
topshoots
up.*

Letters

To All Our Friends:

Fran and I want to extend our sincere thanks to all of you who sent cards, letters and financial support to us during these past couple of months. We appreciate it very much.

Fran is back in the hospital for a short time for some corrective surgery of the incision which was not healing properly. Aside from this annoying and unanticipated delay in the recovery process, we are all doing fine. We hope to come for graduation at Houghton!

This has been the most difficult thing of our lives but with our inner resources, your prayers (along with many others) and God's never-ending love we have made it this far.

Thank you again for your love and concern.

In Him,
Rob & Fran Cohoon
4216 Garrett Road
Apt. F-35
Durham, NC 27707

Sayers,

Should you go on publishing interviews with my name casually inserted, you are libel to get into trouble.

-Barton

Dear Carol,

A pox upon you Brian Sayers. My argument on liberal arts education does not reduce to an absurdity - although your inadequate summary of my position certainly does. First of all, I did not argue in my 3/24/83 letter to the editor that any subject can be taught as a liberal arts course. I did say, however, that any subject is potentially useful as a means for learning the liberal arts - depending upon how the course is taught. To quote myself: "...to punch buttons, play a tune, and balance accounts are most definitely not 'liberalizing' as educational ends in themselves, but they can be liberalizing as means to proper educational ends" (emphasis in the original).

In my original essay (1/28/83), I identified what I think the liberalizing ends of true liberal arts education are: analysis, abstraction, articulation. My argument for the liberal arts cannot be properly summarized from my 3/24 letter alone, but from my overall position developed thus far in the on-going debate.

Rich Perkins

Dear Carol,

Should Houghton College offer physical education credit for ROTC courses? Thus far I have heard only two reasons advanced to support academic credit for ROTC: the small number of students involved and money. If only eighteen or twenty students are involved, runs the argument, ROTC presents no problem for a Christian liberal arts college. In fact, the ROTC scholarships enable some students to attend Houghton College who otherwise could not afford tuition and fees. More bodies mean more money and more money means a happy and healthy Houghton College. Or does it? If eighteen ROTC students present no threat, what about twenty-five? or fifty? or one hundred and eighteen? How many ROTC students can Houghton accept before we bow to inevitable student pressure to offer classroom facilities, faculty status to military officers, and war games on the quad? If we grant the Christian liberal arts imprimatur to military training now, taking refuge in small numbers, where logically do we draw the line later? If students "vote in the registration line," as one administrator put it when dropping a certain academic program from the curriculum, could we not at some future date be forced by our acquiescence now to institute a military science major if enough students want it?

The second reason, tempting in this depressed economy, is no less insidious. Perhaps considering a parallel case would help us see ROTC not as a financial issue but as a moral issue. Let us suppose, for sake of argument, that one of our fine western New York wineries approached Houghton College with the offer of four-year scholarships to any student who would simultaneously enroll in the winery's courses in wine making and wine tasting. Students accepting such scholarships would, upon graduation, owe the winery two years' labor in the vineyards, but after that they would be free to choose their own vocation. Such scholarships would enable some worthy, but impecunious, students to attend

Houghton College who could not otherwise afford tuition and fees. More bodies would mean more money and more money means a happy and healthy Houghton College. After all, if *in vino veritas* (for you few remaining Latin students) is true, why should not wine making be admitted to the liberal arts' search for truth? Would Houghton buy this argument? Or would we not reject the offer on principle, reaffirm our commitment to biblical truth as we interpret it, and trust God to provide both students and money? And if we would take such a strong stand on a matter of lesser consequence and ambiguous biblical support, how can we fail to reject on principle a matter of much greater consequence whose scriptural prohibition is much clearer? But then, perhaps, decisions at this college are after all budgetary. Let's see, now. . . one hundred and eighteen students X four years X \$6500. . . where's my pocket calculator? Hey! Cancel the phonathon! I think we've got a gold mine!

Bellicosely yours,
James M. Gibson

Dear Carol,

In a recent letter to the *Star*, Brian Sayers criticized Jon Vogan's letter "bemoaning" those who write *The Star* criticizing someone without understanding the person's point. Sayers must not have understood Jon's point and I wish he had taken Jon's advice and asked him what he meant, first. All Jon wanted to do was to save those letter writers the humiliation of looking like a fool in front of a "wider audience", i.e. the whole school, by first consulting the person he disagrees with, and thus only looking like a fool in that person's eyes. Now... what position does that leave Sayers in, having gone ahead and written his letter, without consulting Jon?

In the spirit of a comeback,
Nate Trail

P.S. I did not consult Sayers on this issue because I don't believe he knew his own "intent and/or meaning", and that is why he would not tell Mr. Vogan.

"Mr. Gallagher":

I realize that you called me "Mr. Barton" out of respect. However, let's be less formal-you can just call me "Jim."

I am certain that I have never claimed Computer is a liberal arts subject; this must be a base canard mouthed about by my detractors. A computer is the misbegotten offspring of a tolerant (if shortsighted) mathematician and a sadistic electrical engineer with an eye to the future. It is an idiot child blinking "What?" at me on its CRT with diabolically clever misapprehension when it knows all along what I want. I would never think of gracing it with the appellation of "liberal arts."

Sorry about the changing curricula; while I agree with you on the Latin, I agree with your wife about the outcome.

"Sincerely,"
"Jim"

Dear Dr. Sayers,

This is in reply to your reply to the letter concerning Tom Beauchamp.

Dealing with too many ethical imperatives appears to have given you oughtistic tendencies. Have you considered special ed.? You Kant go around telling underinformed people just to go to Hegel, or you will be like a mental agent Orange defoliating the groves of intellectual intercourse (as opposed to just messing around) through which you delight to walk. You have been through Hegel yourself during your life: did you enjoy it?

In your spirit--B.S.,
James Barton

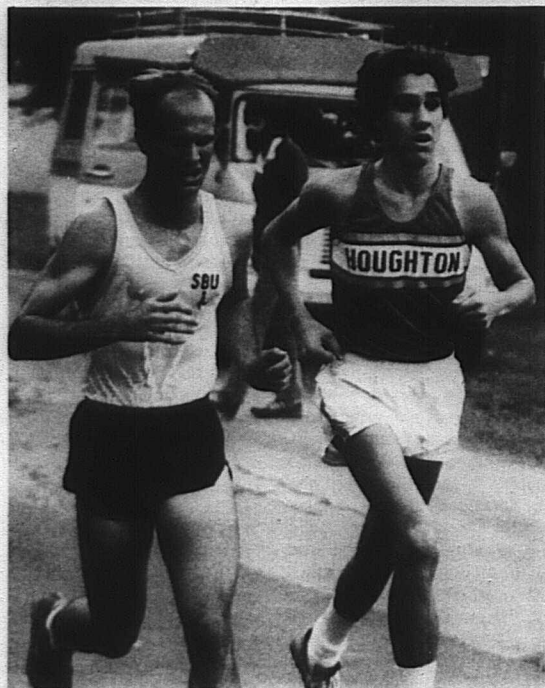
Dear Carol,

Melinda Trine did a thorough and very fine job on the history of the art department (thank you, Melinda), but I would add a word of appreciation for those who were responsible in 1981, when "the vision did become a reality"; namely, President Chamberlain and Prof. James Mellick, who prepared the prospectus for Albany. And the resulting Art Major is being ably supported by the incumbent art faculty, Baxter, Mollenkoff and Wenger.

Marjorie O. Stockin

SPORTS

Sports Banquet Awards



Dave Landry, Houghton's freshman sensation received the cross country Most Valuable Player Award. Landry set a new school record in the first meet of his college career. On the subject of his team spirit, teammate Mike Chrzan states, "Well, he had a little bit once, maybe."

CROSS-COUNTRY

Mark Anderson
Charles Beach
Mike Chrzan
Robert Coy
Jeff Davis
Bill Douglass
Lane Jarvis
Dave Landry
Dave Persons
Jonathan Rudd
Dave Samuels
Jim Sutton
Karen Creeley
Robin Crowden
Colleen Manningham
Ruth McKinney
Laurie Morris
Molly Pettit
Jona Paris
Sally Nye
Laurie Spinelli

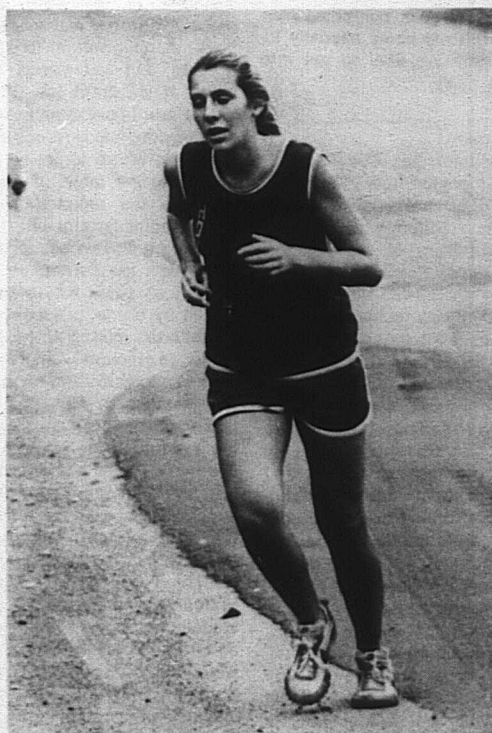
Second Year
Third Year
Fourth Year
Second Year
First Year
First Year
First Year
First Year
First Year
First Year
First Year
First Year
First Year
Second Year
First Year
Second Year
Second Year
Second Year
First Year
First Year

The Annual Sports Award Banquet took place in the Reinhold Campus Center Dining Hall on Thursday, April 21. One hundred and fifty students attended this banquet which honored the College's athletes.

The College honored both a male and a female athlete with Sportsmanship Awards—an award presented by the college rather than the Physical Education department. Trophies were also given out to the most valuable player on each of the teams.

While special award winners and MVP's are always recognized, it is also important to realize that it takes more than one or two players to make a successful team. Every player contributed a great deal to his or her team during the past year.

Besides the traditional letter and emblem given to first year players, a jacket and a bar were given to second year players, a pen set and bar to third year players, and a blanket and bar to fourth year players.



Freshman Laurie Spinelli was named most valuable player for the women's cross country team. Laurie was a consistent runner who placed in every meet. In addition to her athletic abilities, "She's a good kisser," says running mate, Mike Chrzan.

Most Valuable Player



The Most Valuable Player Award for the men's soccer team went to Dan Ortlip. Dan (Spider legs) was selected for the NAIA All American Second Team. His quickness, dribbling ability, and smart ball playing enabled him to lead the team in scoring 13 goals.

FIELD HOCKEY

Tracy Brooks
Lorraine Capone
Laura Dick
Dorothea Hurd
Karen McOrmond
Karen Olson
Robin Pettingell
Lynne Ross
Michele Staley
Denise Smith
Rebecca Thorn
Diane Versaw
Andrea Waite
Wendy Wallace
Margaret Wraight

Fourth Year
Fourth Year
Third Year
Second Year
First Year
First Year
Fourth Year
Second Year
Second Year
Second Year
Third Year
Third Year
Third Year
First Year
Second Year

SOCCER WOMEN

Karen Lee Blackman
Lori Boseck
Casandra Combs
Lynn Conover
Noel Fleming
Lynda Hetrick
Becky Hutton
Lenore Lelah
Paula Maxwell
Brooke McCullough
Laurie Middleton
Robyn Miller
Maria Nielsen
Pam Sampson
Jacquie Tinker
Rebecca Winslow
Cindy Wright

First Year
First Year
First Year
First Year
First Year
Second Year
Third Year
Second Year
First Year
Second Year
First Year
Second Year
Third Year
Third Year
Third Year
Third Year
Third Year



Field Hockey goalie, Denise Smith was selected as the team's most valuable player. Denise's aggressive goal-tending led Houghton to a 10-3 season. She shut out four teams, tying the school record for number of shut-outs in a season. Denise was also a source of spirit and enthusiasm for the team.



Karen Blackman, center fullback, won the Most Valuable Player Award for the woman's soccer team. Her "go out and get 'em" attitude singles her out on the field.



As well as the Most Valuable Player Award, Deb Price (Cosmic) received the Woman's Sportsmanship Award. She's known for her excellent setting and her hustle on the court. "Deb can always get to the ball if she needs to," reported a teammate.

SOCCER MEN

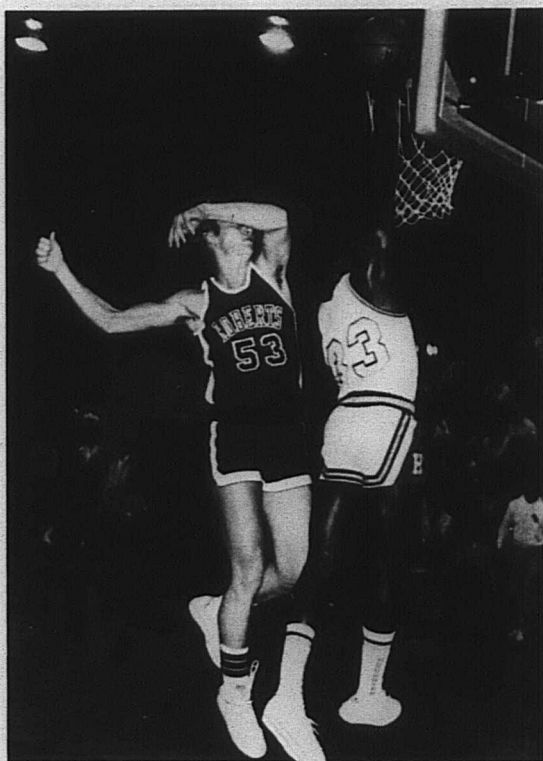
Bill Baker	Third Year
Jon Barnett	First Year
Paul Bovard	Second Year
Tim Brinkerhoff	Third Year
Bob Chiapperino	Fourth Year
Mark Christopher	Second Year
Ken Eckman	Second Year
Willard Hutton	Second Year
Jon Irwin	Second Year
Steve Lindahl	Third Year
Bruce Makin	Second Year
Doug May	First Year
Dan Ortlip	Second Year
Peter Roman	Fourth Year
Jay Ulrich (Mgr.)	First Year
Bob Wieland	Third Year
Joe Wiggins	First Year
Dewey Zeller	Second Year
Charles Essepian	Second Year

VOLLEYBALL

Kate Singer	Third Year
Deb Price	Fourth Year
Carol Price	First Year
Terri Hare	Third Year
Sylvia Sprowl	Second Year
Heidi Smith	Second Year
Crystal Climenhaga	First Year
Laura Trasher	First Year
Cindy Brenner	Second Year
Catherine Schrauth	Second Year
Lisa Leth-Steensen	First Year

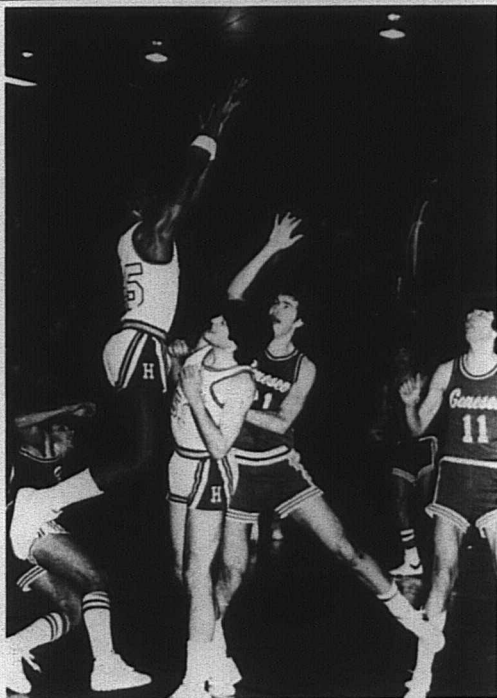
BASKETBALL MEN

David Acree	Second Year
Jeff Anspach	Second Year
Derrick Barnes	Third Year
Ron Duttweiler	Second Year
Bill DeHeer	First Year
Bill Greenway	First Year
Ken Jones	Second Year
Rick Otis	Second Year
Rich Ryan	First Year
Shawn Skeele	First Year



David Acree, senior guard, was awarded most valuable player for the men's basketball team. Triple threat Acree can pass, can shoot, and can drive. Alfred University coach, Ron Frederes, is reported to have said, "David Acree is a super player. We didn't contain him, and that might have been the story of the game." Yes Frederes, and that *might* have been the story of many games.

SPORTS



Ken Jones received the Men's Sportsmanship Award as well as Most Valuable Player award for the basketball team. Ken is strong in posting-up inside, rebounding, and team leadership. "I would say Kenny's the leader. As Kenny goes, so goes the team. If you talk about one player who does everything and does it well, then Kenny's the one," stated Coach David Jack.



Sophomore Kim Menichetti is the most valuable player for the cheerleading squad. She is a talented athlete. Her coach, Mrs. Jack, stressed that in addition to her athletic abilities, Kim's overall excellent attitude was a main factor in her receiving the award. "She was a source of encouragement and brought stability to the squad," said Mrs. Jack.

CHEERLEADING

Lisa Carey	Second Year
Kim Menichetti	First Year
Darice Beardsley	First Year
Eileen Perez	Second Year
Liz Greenlee	First Year
Carol Redfred	First Year
Pam Sampson	Fourth Year
Joan Heggland	First Year

WOMEN'S BASKETBALL

Carmen Ranalli (Mgr.)	First Year
Jackie Woodside	Second Year
Carol Wyatt	Third Year
Katie Singer	Fourth Year
Heather Lines	Second Year
Debi Patrick	Second Year
Patty Ryan	First Year
Lynn Conover	First Year
Beth Markell	First Year
Sylvia Sprowl	Second Year
Wendy Hardick	First Year
Lisa Starks	First Year
Crystal Climenhaga	First Year



Woman's basketball most valuable player, Jackie Woodside, has led the team in scoring the past two years. She averaged 11 points per game. Coach Tim Fuller feels that Jackie is becoming a very mature player: "She has a better sense of what she can do and what she can't."

SPORTS

Baseball: Looking Good!

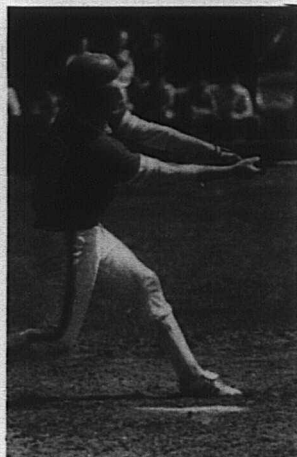
by Jim Pinkham

Houghton swept a doubleheader from Daemen on Tuesday, crushing them 12-1 in the first contest and squeezing ahead 4-3 to take the second.

Highlander pitching held the opposition to a paltry two game total of 6 hits. Jamie Boswell garnered a win, Jeff Mathis whiffed 8 en route to a complete game triumph, and Carl Holmes picked up a save. Offensively impressive too, Mathis clouted a 3-run homer in the first game while Holmes scored 3 and tripled in another.

Holmes now tops the NAIA with a batting average over .600.

Although defense has been a problem in earlier matches, it held together Tuesday with only minimal errors and was particularly good in the later game. Every



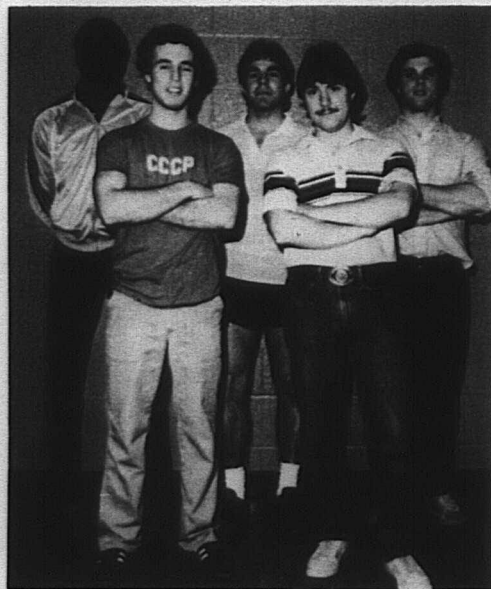
member of the team saw action and combined strong hitting with aggressive base running to improve the Highlander record to 3-6.

Indoor Soccer "A" League Champs Buffalo Stallions



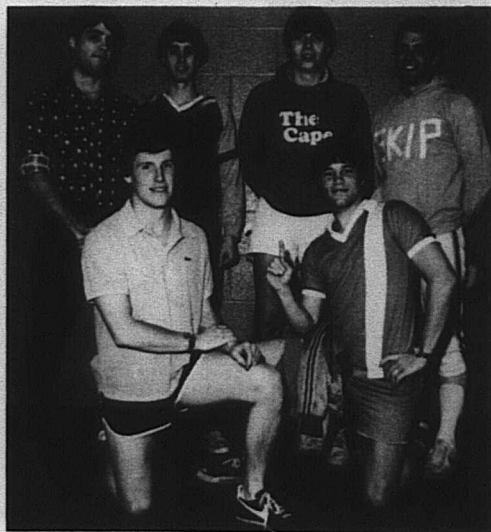
Pictured from left to right are: front—Peter Breen, Carl Schultz, Jamie Mullen. Back—Mike LaBelle, Danny Ortlip, Tim Brinkerhoff and Kevin Calhoon. Absent—Manny Ruranga.

"B" League Champs CCCP



Back Row (L-R) Dave Acree, Blair Finis and Steve Durgo. Front row: Craig Seganti and John Stirzaker. Missing—Scott Morgan, Steve Strong, Dave Putney, Ken Ajuang and Ken Baldes.

"C" League Champs Nutmeg



Back row (L-R) Jim Oehrig, Peter Coddington, David Bradford, Jamie Boswell. Two clowns (L-R) Wes Zinn and Mark Christopher. Gone astray: Jack Connell and Dave Byer.

REFLECTIONS

Old Tavern Gets Saved

by Bob Arnold

Retired Houghton professor Charles Finney and his wife Anne own a tavern. The tavern even has a dance hall upstairs. And not only that, they rent the dance hall out to Houghton College students.

But the tavern and its dance hall no longer fulfill their original purposes. Today the tavern serves as a home and the dance hall upstairs is used for a bedroom, not for dancing.

The tavern was built soon after the opening of the 125-mile-long Genesee Valley Canal, which connected the Erie Canal with the Allegheny River at Olean. Said Anne Finney, "They had taverns all along the canal. People had to have a place to stay." Added her husband, "The horses (that pulled the barges) wouldn't work at night. Next door was the barn, where the jockeys kept their horses."

According to Mrs. Finney, the tavern is "one of the six original buildings in town" but no one in town is certain exactly when it was built. Dr. Finney explained that the earliest date on the deed was 1853, "when the land was measured by

links on a chain and between trees." Potbellied stoves burned coal to heat the tavern in those days and coal burns can still be seen on the wooden floor in the living room.

After the canal closed, the tavern was used as a post office, a grocery store, and dormitory housing for college students.

Mrs. Finney explained how she and her husband acquired the tavern in 1948, two years after they came to Houghton. "We needed a house. There were just no houses available in the period—no one was building houses." But the Finneys saw potential in the tavern, which had been abandoned for a year or two, and decided to make it their home. Said Dr. Finney, "When we took it it was in pretty bad shape. We spent quite a bit to put it into shape."

The tavern originally faced Route 19. But the land was low and Dr. Finney explained that mud and silt from constant flooding of the nearby creek had "filled right up to the level of the floor of the house." So the Finneys had the tavern turned 90 degrees and placed it on a new

foundation on higher ground nearby. The tavern formerly had a wooden porch across the front and one side but this was so deteriorated that it had to be torn off when the tavern was moved.

The Finneys felt it was crucial to retain the historic value of the tavern and changed the structure as little as possible. "We talked to a lot of people and looked at photos," said Mrs. Finney of their restoration efforts. "We did add the front porch and the circular porch steps in the back," her husband related, but they changed little else. "The hardware is all original," said Mrs. Finney, and added that the panes of glass on the bottom floor are also from the 1800s.

"In what we do to keep the house alive and well, we try not to step outside the boundary of the period in which it was built," said Dr. Finney.

Many important people have been connected with the tavern. John L. Sullivan, the famous bare-knuckled world heavy-weight boxing champion who trained in Belfast, N.Y., is reported to have slept upstairs when

it was used as a tavern. The writer of the hymn "Satisfied," Clara T. Williams, whom Dr. Finney described as "a very prim and circumspect gal," also lived there for a while (certainly when it was no longer a tavern!). And the designer of the college mace, which is carried at Founders' Day convocations, stayed there during his years at Houghton College, when the tavern was used to house students. And currently, seniors Bob Arnold, Fred Havener, and Troy Martin reside upstairs.

And a legend still persists about the tavern. "We heard there was a murder in the dining room when it was a bar room," Dr. Finney revealed. "If this was a tavern, anything could happen, of course."

The uses for the tavern have certainly changed since the days when it was built. When Edmund Palmer prayed that Houghton would be known "for its righteousness as it was for its iniquity," the tavern was the center of life in the town. Since then the tavern has totally changed in character. Edmund Palmer would be proud.

Finney Replays Key Notes in Holtkamp Story

by Charles H. Finney, F. A. G. O.

The twentieth century has seen an organ renaissance which has moved from a heavy, thick tone to a clear, transparent, sparkling ensemble, resembling the German instrument of Bach's time. The leading American builder in this transformation was Walter Holtkamp of Cleveland, Ohio, with whose work I became familiar while a student at nearby Oberlin Conservatory. The harmonics (upper partials) become important in the ensemble, as did mixtures (of them).

While the pungent reeds lost their fatness, the lines of polyphonic music could now be readily heard. For our auditorium of 1163 seats an organ of proper size became the obvious instrument for solo and accompanying duties, not one perspiring pianist.

The college Trustees required bids from three organ builders, and, Mr. Holtkamp being thereby selected, he came to Houghton, sensed our need of accoustical advice, and referred us to the Massachusetts Institute of Technology firm of Bolt, Beranek, and Newman. They worked with our architect to create a multi-purpose auditorium with a fine organ situation, similar to Kresge Hall at M.I.T., in a side balcony close to the stage, for joint presentations of singers, players and organ, and support of congregational singing. The Houghton Holtkamp has a small projecting area enabling the player to get back (away) from the thirteen wind chests whose voices must be balanced with, or against each other. The console is on casters, with a long cable facilitating placement anywhere in the loft's free area, with generous room for singers or instrumentalists as needed.

The \$70,000 price was raised by many persons buying a pipe at \$25, or

continued on page 20



continued from page 19

a chord of pipes, or a stop at \$1000 (much higher now). During the buy-a-pipe campaign, photographs of various Holtkamp organs were posted on the (still unfinished) interior walls of the chapel.

Unhappily, Mr. Holtkamp deceased as the organ was finishing in the factory, but its successful installation was done by craftsmen for whom he had scoured Europe, one of whom touchingly observed to me, "Walter would have liked this installation." The firm still continues under the capable guidance of his son, who had been trained up in the art of making 3125 pipes rejoice, with their limitless color variety—principals, flutes, strings, mixtures, mutations.

I remember Walter seated in the back row listening as a trumpeter played in the loft, after which he drew up the specifications (the stop list) appropriate for our three manual and pedal instrument, with 61 ranks, 47 stops, displayed artistically but 100% functional (no phony pipes). Notice the striking flow of lines which the various ranks of pipes make in contrast to each other, the pleasing contrast of metals—lead, zinc, copper—and woods, the play of mass against mass.

Outstanding U.S. and European recitalists performing here are unanimously complimentary of the Houghton Holtkamp.

Presser Hall also owes to Bolt, Beranek, and Newman the unique ceiling design and other accoustical features, e.g. the adjustable side wall curtains,

varying the sound absorption which achieve complete evenness of sound distribution throughout the room. The baffles over the chapel stage area are adjustable for varying needs, to mix or project stage sounds.

Fortunately I was able to persuade the builders to hold off placing absorptive material on the ceiling until organ and seats were installed: then it was obvious that deadening was not necessary, no echoes needed damping. The same was true of carpeting proposed for Presser Hall. With the organ's installation in 1962, there was placed by the loft door a fine guest book on its own writing desk. This is now a veritable treasure of autographs; first, of the installation craftsmen from the factory, guests and notables at the dedication recitals, together with visitors and players from then until now. Included are Ann Musser and Charles Finney, the then organ faculty, E. Power Biggs, the "main" recitalist, whose program Mendelssohn once played, famous blind French organists Andre Marchal and Jean Longlais, and many domestic and foreign performers of both sexes.

You, the listeners and users of this finely crafted Hall, because of the CHOICE of organ builder, are the beneficiaries of a legacy: a wedding of the Arts and the Science of Physics, the one enhancing the other. You are the recipients of the gift of music, the gift of speech, the gift of appreciation. TAKE HEED; LIVE SOLI DEO GLORIA (for the glory of God alone).

Centennial: Comments, Committee, Commencement.

by Bob Arnold

Why is Houghton College celebrating its Centennial only 58 years after it graduated its first college students? The answer, explained alumni director Richard Alderman, lies in understanding Houghton's history in comparison to other colleges.

In 1883, Houghton Seminary was begun for high school students by Willard J. Houghton as agent for the Wesleyan Methodist Convention. Six years later, the first college courses were offered. But it was not until 1925, two years after it was chartered, that Houghton graduates received college degrees.

Another Wesleyan college, Ohio Wesleyan University, was begun in 1841 and chartered as a university in 1842. However, it celebrates 1844, the date its first class graduated, as its founding date.

by Bob Arnold

"Probably the main thing the Centennial Committee has done is to transmit enthusiasm about celebrating the Centennial to the student body," explained Naomi Ruder, Student Coordinator of Centennial Activities.

Stacey Gregory, who filled the position last semester while Ruder was intern in Washington, D.C., feels that "without the dynamic work of the Centennial Committee, people would not realize the phenomenal impact that Houghton College has had on the lives of thousands of people."

"Its main purpose was brainstorming and idea-searching—presenting

But Houghton College chose to follow the example of schools such as Wheaton College and Taylor University. Both of these schools list their founding date as the time when they began as seminaries. Taylor, which grew out of Fort Wayne Female College, looks back to 1846 as its starting date, although it was chartered in 1847, the first fall students attended there.

Likewise, Houghton College, which grew out of Houghton Seminary, looks back to 1883 as its starting date. Construction of the seminary began in April of that year but the first students did not attend until the summer of 1884. Another interesting fact about the Centennial is that this year's graduating class, designated as Houghton's "Centennial Class," is actually only the 83rd class to be involved in Commencement exercises at the college.

the old so students would be aware of that heritage," continued Ruder.

Special events for the Centennial have included the publication of the book *And You Shall Remember*, a centennial picnic, Homecoming, and the sale of medallions and special-edition first-day covers. Re-landscaping of the campus, including repaving roads and clearing brush, has also taken place in a Centennial beautification effort.

A presidential convocation on January 21, a Sadie Hawkins Day, sponsored by the four classes, a feature in *The Buffalo News* on February 20, the Centennial opera "Young John Wesley," very successfully

by Bob Arnold

How has this year's centennial celebration affected Houghton College? When asked this question, administrators and students responded positively.

Academic Dean, Frederick Shannon, believes the effect of the Centennial was both "considerable and positive. It had a self-image focus that built student appreciation for our strengths and heritage, with an emphasis on providence and on people."

Robert Danner, Dean of Students, said that "It has focused our attention on Houghton's mission in a way which has been healthy. We've had to think about why we're here and in doing so, prayerfully ask where we're going."

And Jeff Jordan, Student Senate President during the Centennial year, stated, "It seems to have brought a great deal of publicity of Houghton to the outside. It probably made many aware of Houghton and its history in Western New York."

But what effect has the Centennial had on the average college student?

performed last Friday and Saturday, and the arrangements for Charles Colson to speak at graduation were designed to help make this year's Centennial special. A tabloid in *The Olean Times Herald* is still forthcoming.

The Centennial Committee has been meeting regularly since the fall of 1980. Members of the committee include Willard Smith, President Chamberlain, Katherine Lindley, Jon Balson, Dean Liddick, Gordon Stockin, Phil Stockin, Silas Molyneux,

To this question, Dean Danner responded, "This is my second centennial. I was in the centennial class at my Alma Mater and I recall as a student being proud of being part of a strong institution. I'm sure our students feel some of that same pride and security as we celebrate Houghton's Centennial."

The Centennial has provided "A better base for students to identify with Houghton College as alumni," said Dean Shannon.

And Jeff Jordan stated, "I don't believe that the average student has been greatly affected by the Centennial. I'm sure some tidbits of history have been made aware to the average student. But few students have greatly benefited from the Centennial."

Jim Spurrier, Associate Dean of Students, also responded, "I don't think the Centennial has had a great effect on the average student. From time to time it did, but generally we have just continued our usual business of getting an education."

and Naomi Ruder.

The Centennial will officially conclude after July's Summer Alumni Weekend, which, according to Gregory "is going to be a big shebang." And then, for the Centennial Committee and the college as a whole, Gregory predicted, "I guess we'll resume our everyday lifestyle."

"But evidences of the Centennial will still be around," concluded Ruder. "Students have heard about the Centennial and it has changed them, whether they realize it or not."

How exercise, the bathtub and the new gym came to Houghton.

by Coach George Wells

To gain a full appreciation for the development of physical education and athletics at Houghton College, one needs an understanding of the history of play in evangelical circles. Man has always played to some extent. The Puritan point of view toward play and physical recreational activity, as well as toward the field of physical education, can be seen in various aspects back through history to the early days of the church. During the days when much of the writing of the New Covenant of the Bible was being done, entertainment took two forms; one was that display of physical prowess as evidenced in games depicting parts of war activity, resulting many times in the death of contestants. The other form was that of the stage, where crime and sin were enacted in all of their gruesome aspects. These, being the then popular forms of recreational activity, were withdrawn from by the Christians of that era. This resulted in the practice through the ensuing centuries of withdrawing from play and other questionable recreational activities.

Man has always played to some extent. Through the centuries there developed a fear of play on the part of some. Some of the old forms of play which were commercialized included drinking, carousing, gambling and sex activity; thus were produced saloons, gambling establishments and houses of prostitution. In light of this, one can readily understand why, at various times, the church has become rather outspoken against play. In some instances even the play of children has not only been curtailed but almost entirely prohibited.

This point of view is further evidenced in the stand taken by the Evangelical Christian Churches of early American days. They called for separation from all things of the world that were not essential to vital Christian living. Play and allied activities were frowned upon. The pages of history show evidence of this in the "Blue Laws" of early New England.

With this background, it is not difficult to understand why the Methodist Discipline of 1792 would give the following statements concerning play to be adhered to at Cokesbury College.

12. Their recreations shall be gardening, walking, riding, and bathing, without doors; and the carpenter's, joiner's, cabinet-maker's or turner's business, within doors.

18. The students shall be indulged with nothing which the world calls play. Let this rule be observed with the strictest nicety; for those who play when they are young, will play when they are old.

As many of the colleges established during early American history were denominational and Christian colleges as defined above, we find the important side of life dealing with the physical development was often neglected. When finally introduced by some of the more liberal educators, it was in the form of strict body discipline and physical development. It did not include the practical, recreational or carry-over side as seen in the present-day programs.

The students in the colleges decided that they would have play and recreational activity and, therefore, proceeded under their own direction to plan such. The story of the development of intercollegiate competition is not unfamiliar to educators today, who are making a desperate attempt to bring this phase of education into line with the aims and objectives which need to be realized in American education.

It was not until the mid-19th century that any of the colleges in the United States began to look at the possible contributions of physical education and athletics. Then it was in the large, formerly evangelical, now liberal colleges that they first emerged. Evangelical colleges were a bit slower to recognize values in play, recreation, athletics, and physical education.

Though Houghton did not take advantage of lessons learned in physical education from older institutions, it did recognize the value of physical activity and recreation for as early as 1909 there was organized a "Boy's Athletic Association." The Athletic Committee consisted of Mr. Smith, Mr. Greenberg and Mr. Bruce. A two-acre tract of level land constituted the "athletic fields." As in older colleges,

student organized athletics led the way to physical participation at Houghton.

Planning began for new facility that could accommodate indoor physical activities. There was "a sad lack of attention to any sort of physical training. The activities of the Athletic Association were only valued by those who use them." A new gymnasium would hopefully provide for more basketball. Games were played in the old Seminary building auditorium, nearly a half mile south of Campus. "If interscholastic debates—why not interscholastic athletic games?" But, alas—to participate in such activity would require mixing with the "world" and bring the world to our campus.

By 1916, enough enthusiasm for building a gymnasium had been generated to see the beginning of construction in October. "Now there will be an opportunity for development of the physical in healthful and delightful exercise." The twelve foot cement block wall was to be topped by red tapestry brick on the outside and buffed brick on the inside. Plans called for the heating plant, light apparatus, lockers, shower baths and a liberal donated swimming pool twelve feet by forty-five feet in the lower level. The second floor was to include a 40.4' x 75' gymnasium with a circling track ten feet above the floor.

Arbör Day was given to working on the gym and the roof by the fellows "While the girls provided the eats." December 5 was dedication day for monuments as part of the gym. So much did students and faculty get involved that the challenge came, "Why not give Him as much time at least as that we give the gym?"

With the new facility—acclaimed to be the best in Western New York—came an effort to get at least fifty percent of the student body into organized athletics. In addition to the gymnasium, the spacious campus provided an athletic field and tennis courts. Year round sports for all had become a reality. No longer was there need to take the half-mile hike to old Seminary hill.

Professor Bedford, with Professor Smith, was instrumental in promoting physical training at the College, which during the 1917-18 school year determined that two periods per week throughout the year should be given for one credit. The program consisted of vigorous drills under the supervision of the director.

In 1918-1919, the school was divided into two groups for competition—the Purple and the Gold. The girls in addition to other sports played indoor baseball—and we're still playing outdoor sports indoors. Could Houghton have been the innovator?

A part of the requirement in physical training was six eight-mile hikes "to have a strong mind one must be possessed of a strong body." A daily expectation was walking three to five miles a day. 1918 saw the construction of two new tennis courts with backstops, located on the site of the present Willard J. Houghton Library. New equipment was purchased with money received by assessing each student \$1.00. The Athletic Association had as one office that of "Coach," a person who assumed "the full responsibility relative to the discipline and enforcement of orders."



More curriculum revision, the war years brought the need to provide military reserve students with a quality program; Military Athletics for two hours credit was introduced. An option in filling the requirement was one hour twice a week of swimming in the "bath tub" taught by sophomore George Wells, called The Indian. Thirty-five college males in the 12'x45' pool! Yet, at the end of forty-five minutes, they crawled to the showers exhausted. This program was dropped after two years, when most of the men except the preacher boys had left to serve in the armed forces.

Field Hockey was launched in 1942, when Harold McNeese provided instruction to interested students who saw it as a pleasant way to exercise and train for a vigorous basketball season. In 1943, it was added in the intramural program along with touch football as a fall sport on an intra-class basis.

The war over and feeling God's urge to move on, Harold McNeese left the College. His position was filled by a visionary, energetic, militaristic physical educator, who only four years earlier had graduated from Houghton, Marvin Eyler, later to become Dean of the College of Physical Education at the University of Maryland. Mr. Eyler sought to present a sound character program with a strong fitness emphasis, which has characterized his work ever since. From a play-team orientation, Mr. Eyler turned the program toward a self-development orientation that proved very demanding, particularly of the women who were unaccustomed to doing push-ups, squat thrusts, etc! Some said, "The military has taken over!" Changes effected in the curriculum were in the area of swimming under the supervision of senior student George Wells. Systematic study—the cognitive became an expectation of every student in physical education. More lifetime activities were introduced including paddle tennis, badminton and calisthenics. The "Left-Right-Left" could be heard all over campus as students responded to the instructor's commands in close order drill.



Women's 1924 Intramural basketball champs.

With the coming of the author to the position of instructor of physical education in 1947, an advanced athletics course, a track and field course, the Instructor Course in Red Cross Water Safety and a community organi-

zation and group activity course, which was to acquaint students with administration in such organizations as the YMCA, Boy Scouts, etc., were added to the College offerings. During that school year, the Athletic Association, now including the women, was reorganized under a new constitution which made it the student governing body in the field of sports.

With the maturing of the program in physical education and athletics came the realization of the need for a higher level of athletic competition to be found in intercollegiate sports. The issue of intercollegiate sports had surfaced from time to time. In 1923, Mr. H. Hester wrote an article in which he argued that such a program would be detrimental in providing an all round education for body, mind and spirit. Change was taking place and in the early 1960's it was being supported as an activity that could contribute positively to the "all round education, for body, mind and spirit".

To this point, the then Wesleyan Methodist (now Wesleyan) denomination had taken a position in opposition to interscholastic sports for several reasons. Yet, some felt that an intercollegiate program would provide the higher level of competition, a unifying factor for the entire College, as well as some opportunity for a Christian witness. In 1966, Coach Wells was asked to make present a paper on intercollegiate sports to the denominational leadership, Marion, Indiana. This paper became the basis for a study by a special committee. Some principles that were presented and later adopted include:

1. No athletic scholarships shall be offered.
2. Athletes will be admitted on the same basis as other students.
3. Intercollegiate sports shall not jeopardize intramural sports.
4. Athletics shall be budgeted as any other program.
5. The College should abide by some national body's rules, such as N.A.I.A.
6. Competition should be with colleges comparable in size and general purposes.

On June 2, 1967, the General Board of Administration which served as the Trustees for the Colleges, approved a program of intercollegiate sports with certain prescribed guidelines as suggested in Dr. Wells' paper. Immediately, Burke and Wells sought local faculty approval and local trustee approval to begin a program in the fall. Introduced during the first year were soccer, cross country, basketball, baseball and track—all on a limited schedule.

A growing program called for increased expertise and the search for qualified instructor-coaches resulted in four different women providing leadership in the program between 1968 and 1975. First came Linda Shibley, a youthful enthusiast, followed by Joy Heritage—a world contender in field hockey and excellent coach. Her mother's return from the missionfield required her return to New Jersey. Gaye Kinnette from Greenville College stepped in to fill Joy's shoes with strength in volleyball. Sandra Wilson joined the staff part-time and worked with field hockey, a program Joy Heritage had started.

Courses were added to the offerings strengthening the physical education minor program. Students began to request that a major be offered. A petition was circulated among the students which revealed nearly fifty would take such a major were it offered. The Dean then asked the Department to prepare a proposal to be presented to the faculty. Stipulations were that no new faculty could be added for three years nor any new facilities. The program, utilizing the expertise of the current faculty, was presented and approved by faculty, trustees and the State Department of Education during the 1970-71 school year. The first graduating class was the 1973 class, among which were several students who received honors.

Having graduated from Columbia Bible College with a Bible major, with graduate work at Temple University and at Houghton with a physical education minor, Doris Nielsen joined the staff part-time in 1971. Her expertise and experience in elementary education and camp administration brought new strength to the Department. In 1975, Mrs. Tanya Shire, a 1973 Houghton physical education graduate joined the staff after completing her Master's Degree in Physical Education at the University of Illinois. The same year, Tom Kettelkamp, a Southern Illinois University graduate, with a Master's degree and a year of experience in Honduras under the Peace Corps, joined the faculty. These additions allowed the Department to offer Physiology of Exercise and Biomechanics to strengthen the major.

Keeping abreast of developments in physical education has been an endeavor of all working in the program. Reading exposed some to the philosophy of Project Adventure. In 1978, some members of the Department witnessed some elements of the stress program in use and were impressed with its possibilities for Houghton College. Proposals were prepared resulting in a grant from B.O.C.E.S. that would pay for the construction of the Initiatives (Ropes) Course on Houghton property.

Construction began in the spring of 1979 with completion in the fall, at which time the facility became available for use by Houghton College and the public schools of Northern Allegheny County. As the program has grown under the supervision of Doris Nielsen, Not only have our college students used the facility consisting of thirty elements, high, low, and group, but college faculty, high schools, Western New York junior and four year colleges, and recreation clubs.

Lives have been changed, introverts have come out of themselves, self-confidence has grown and individuals have discovered they can face stress effectively through the program. The thought "we really do need each other" is deeply entrenched in the minds of all participants, as well as strengthening the unity within varsity teams. Students trained are given leadership development opportunities through working with the outside groups.

The facility considered one of the best in the country, works into many of our programs, including the "Highlander Wilderness Adventure". Major classes, general classes, the Student Development staff, as well as the faculty all find use for the Ropes Course. It is nearly self-sustaining through fees charged for use by outside groups.

A major review and restructuring of the physical education major took place during the 1979-1980 school year through the formation of a consortium consisting of representatives from Belfast Central School, Dansville Central School, Letchworth Central School and Houghton College. A review and establishment of desirable outcomes were undertaken by the consortium. These were then translated into competencies that every graduating physical educator ought to possess. In March after approval by the Academic Affairs Council, the competency program was submitted to the State Education Department. Implementation of the Competency Based Teacher Education program in Physical Education was to begin in September 1980, with the first class to complete the program being the May 1983 graduates.

Implementation of the program required the Department to ascertain that opportunity was provided for all majors to attain the competencies within the available offerings at Houghton. Minor changes in the curriculum offerings were made. The coaching course became a requirement. Completion of the Initiatives course, C.P.R. and participation in a professional organization became non-credit requirements. To further enhance the program, it seemed that we needed to get into our new physical education center as soon as possible.

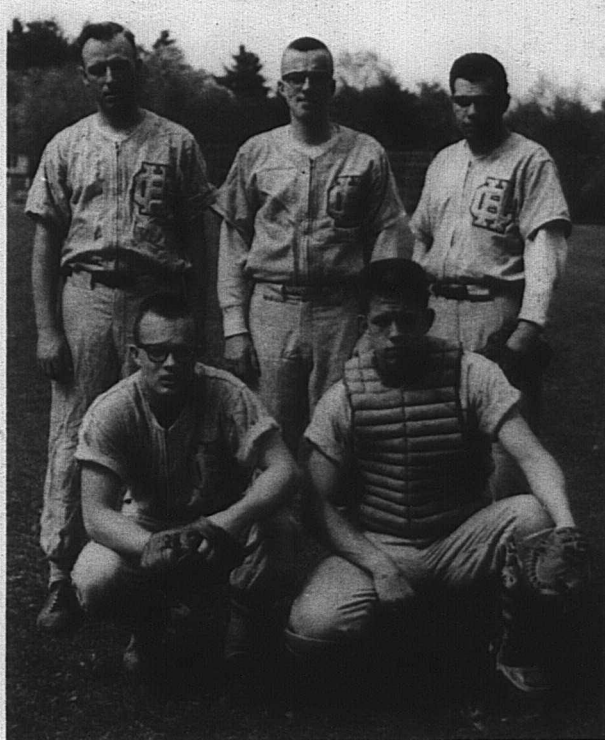
"A change in administration, and enthusiastic, athletically minded President, a recognition of the increasing need culminated in a Trustee action in January 1977 to commission a Physical Education Facility Planning Committee to draw up a new proposal for a gym. Included in the 'charge' given to the committee was the following item: 'Review carefully the planning of previous committees. Whenever possible and appropriate past efforts should be incorporated into present planning.' Considerable attention was given to this, and it was found that all of the facilities included in the previous 'plans' could be worked into a plan that could be realized within the proposed budget of \$2.7 million.

"Former President, Dr. James S. Luckey once stated that 'fifty percent of your college education is acquired outside the classroom.' Co-curricular and recreational needs of the students were given high priority in the development of the plans for this building. Included will be three regulation basketball courts, an auxiliary and gymnastics gym, a Natatorium (swimming pool), and exercise physiology laboratory, locker rooms, a class room, a trainer's room, and equipment storage and dispensing room with laundry, a seminar room, storage areas, service areas and an undeveloped utility area which could serve for wrestling, etc."

Included in the physical education center's structure are bricks from the first Houghton seminary building. These were carried to the present Campus site and built into Bedford Gym.

The center completed sufficiently to move in and use, Christmas vacation, 1980-81 was spent moving equipment, office furniture and supplies. Before school opened, Bedford Gym was but a memory, and the dream of some thirty-two years was now a reality. To the amazement of many the "large" facility was none too big for an enthusiastic student body who wanted to learn to play racquetball or swim in a pool, where they would not bump their heads on the opposite end when they dove in! To God be the praise!

Expansion of several programs has been possible with the new Center. The varsity basketball team, coached by David Jack, has become a national contender. Indoor soccer, under Coach Burke, draws schools from all over



The 1961 baseball team manned by Jordan, Lindahl and Boswell look-alikes.

Western New York—both high school and collegiate—to its program. A trainer, Ken Heck, has a very adequate facility and is preparing students for work in that area. An effective Concepts program in physical education led by our majors utilizing the gym, as well as the pool. A graduate assistant, Robert Smalley, has contributed to an expansion of the intramural program.

In 1978, the physical education department began seriously considering the offering of a major in recreation because of the numerous assets that Houghton had which would contribute to an effective major. A proposal was presented to the Academic Affairs Council. Concurrent with this was the launching of the "Project on Quality Undergraduate Education" by the Council for the Advancement of Small Colleges. An administrative decision was made to use the opportunity with CASC to develop the major with some foundation support. After working for two years with the project, it was decided to continue on our own in as much as we were well ahead of the project in our progress due largely to the fact that considerable groundwork had been laid before entering the project.

Assets gained in the development of the major was a faculty forum brought to campus and they offered invaluable recommendations, many of which were implemented.

The first graduates with a recreation major finished in 1982 and found positions in Christian service. The former Department of Physical Education and Recreation was divided into two departments with doctoral candidate, Thomas Kettelkamp, as Head of the Department of Recreation.

Dreams do come true, and it is a dream of the writer that physical education at Houghton will encourage and help develop a lifelong, enjoyable habit of physical exercise and fitness for all students. Changes in the required program are being considered at this time which hopefully will lead to the fulfillment of the above dream. Many said "I attended Houghton too soon" when they caught a glimpse of our new Center. I hope our future physical education curriculum will evoke a similar response from our alumni of tomorrow.

The author is indebted to Robert Chiapperino and Pamela Sampson, who did much of the research for this article. Quotes are from former issues of the STAR, college bulletins, and a doctoral theses written by the author.

Linda Ippolito is overjoyed to announce the engagement and imminent wedded bliss of

Kristen Louise Green, ex '84
and
Glenn Daniel Burlingame

"In logic nothing is accidental: if a thing *can* occur in a state of affairs, the possibility of the state of affairs must be written into the thing itself."

Linda Ippolito is ecstatic but trying to maintain dignity whilst announcing the engagement of

Dee Ahrens, '82
to
Scott (son of Stan, son of Dana) Myers, '82

"What we cannot speak about we must pass over in silence."

Dear Compuwriter 48 TG,
I love you madly. Has been 3½ *wonderful* years! Goodbye... (sob, sob).
truly yours,
Baker

750 cc Honda 1971 - Good condition & many extras windjammer fairing, touring seat, crash bar, cruise pegs, sissy bar, shop manual.
Well maintained. \$875.
Call after 5 pm 567-4266.

Dear "Nebraska,"
Be wary of the wierd cow in the moor this summer. May *the other side* take your other arm!

Always,
Your "Mips"

Earn \$500 or more each school year. Flexible hours. Monthly payment for placing posters on campus. Bonus based on results. Prizes awarded as well. 800-526-0883

It is now our privilege to announce to the *whole* world the engagement of our friends:

Dawn C. Field (84)
and
Peter A. Aldrich (85)

GOD BLESS YOU!

Love and prayers,
Alison, Amy, Bill, Brenda, Dan, Darren, Daryl, Deb, Don, Kush, Lori, Paula, Pete, Sharon, Sue, and Tracy

Classifieds

Silly Chicken:

Thanks for loving, helping, caring and sharing, you've made this a wonderfully exciting year of madness passion, and undying fervor.

Love,
Buddy.

Herr und frau Cummings,
viele danke!
deine cousine

Dear Coach Jack,
Please notice page 22, column 2: Principles for Physical Education #4.

Signed,
all of your fans

The gentlemen of Boon House are proud to announce the betrothal of:
Milana K. Chernick('82)
to
Jeffery C. Cox('83)
"May God so richly bless this, the beginning of your lives together."
Walt, Paul, and Jim

My dear Fiend(1),

Thank you for a time that I'll never forget. Your caring and help this semester has made an otherwise unbearable semester bearable. I am forever indebted to you.

Smilingly Yours,
Fiend(2)

Carol Allston is very happy to announce that she is no longer engaged to the *STAR* and will never again spend all-nighters in the Campus Center basement.

John and DeAnne are quite pleased to announce the engagement of John's future sister-in-law

Frances Estelle Edwards
to
DeAnne's future brother-in-law
Mark Arnold Nabholz.

WE SINCERELY apologize to Glenn, Priscilla, and Jamie for the ad we put in last week's *STAR*. It was just a joke. We were rotten, conniving little scums and don't know what came over us. We are ashamed of ourselves for making fun of three such fantastic people. Sorry. Bless you.

Bill Dinse
Dean Bricker

P.S. Dear *STAR* staff,
I also apologize for snooping about the office and taking the original typeset copy of this off the wall.

Bill

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Houghton
Star

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