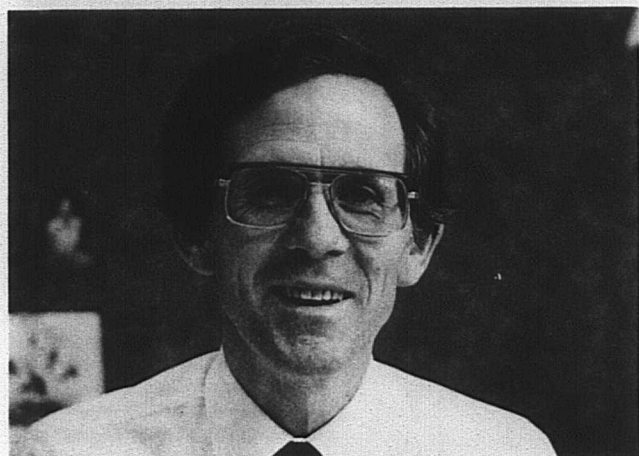


The Houghton Star

Vol. 74 No. 1
September 18, 1981

The Voice of the Students of Houghton College • Houghton, NY 14744



Dean of Students Robert Danner

New Dean Feels At Home

by Elaine Shank

"Treat people as if they were what they ought to be and you help them become what they are capable of being." This quote from Goethe may be found in the office of the new Dean of Students, Robert Danner.

Mr. Danner is originally from Ohio. He did his undergraduate studies at Wheaton College and received a Master's Degree in Student Development from George Washington University.

After graduating, Danner taught school in Illinois for one year, and then began a twenty year career with the U. S. Army. Six of his last ten years with the Army he acted as Chief of the Admissions division at West Point. The job, he feels, required a good deal of reflection and "soul-searching" because of his role in determining the future of the applicants. Mr. Danner enjoyed the chance for contact with people that the job provided.

The past two years, Danner served as Adjutant General at Fort Knox, Kentucky.

While at West Point, Danner and his wife, Rosalyn, became interested in working with young

people. He recalled that they began to pray that the Lord would "use us in a Christian college setting." The Danners then started to search for such a place.

Last April, Houghton College invited Mr. Danner to be interviewed for the Dean of Student Development position. When he was offered the job, he felt that it was "what the Lord had planned."

Danner says that he and his family "feel very comfortable" in the Houghton community. He attributes the easy transition to several factors.

First, the Dean has known about Houghton for some time. His freshman Music History professor, Alton Cronk, was a Houghton graduate. His wife is originally from Wellsville, and her sister is also a Houghton alumnus. Second, the Danners already know several members of the faculty and staff. Third, Mr. Danner is happy to have his children go to school in this area. And fourth, Dr. Massey and Mrs. Dunkle made the transition easy for him.

When asked about his aspirations for Houghton, Dean Danner replied that he wants his

office to be one that "looks at Houghton in terms of strength." Instead of focusing on the negative aspects of the college, he feels that we should concentrate on further growth in positive areas. Mr. Danner specifically wants to work with Dean Shannon in integrating classroom with non-classroom experiences.

Other goals the Dean wants to work toward include: the use of available resources to formulate Houghton's own brand of student development; the integration of different aspects of college life through his position; the encouragement of Houghton students to think seriously about spiritual development—especially important he feels, since we no longer have a full-time chaplain; and encouragement of students to learn responsibility to themselves, others, and God. This college environment, Danner reasons, with its fairly uniform age group, is conducive to these goals.

Dean Danner and his wife have four children: Amy, Nathan, Maribeth (a senior at the Academy), and David (a junior at Rose-Hulman Institute of Technology in Indiana). *

171 Males Crunch Housing

by Karen Ritchey

From August 28 to September 5, thirteen freshmen men lived in the basement of East Hall. Beaver Perkins, Director of Residence Life, worked at finding the dormless men some place to hang their posters. Perkins deemed the situation temporary, believing that after registration, more rooms would be available. But as of September 1, both Shenawana and Gao stand full.

After two weeks, Perkins placed nine of the men of East in Valley View, which once served as the College Health Center. Moving Gao's ARD made four more places available. Students will fill dorm space as it becomes available.

Three main causes contributed to the housing crunch: a requirement that underclassmen live in the dorms, an inadequate number of outside houses, and enrollment continuing into the summer.

In the spring, as applications were being processed, Wayne MacBeth, Director of Admissions, projected a large number of incoming female students. Unexpectedly, a total of 171 male students were enrolled. Dormitory housing proved inadequate when that number was added to the larger number of second year men remaining in the dorm.

(continued on page five)

New Faculty Arrive

(HCP)

Houghton College Academic Dean Dr. Frederick Shannon has announced six new faculty appointments at the Allegany County main campus and two at the Buffalo Suburban Campus.

A former Head Start and Connecticut Child Evangelism teacher, Miss Deborah Raimondo joins the faculty as Instructor of Spanish. A graduate of Gordon College, Wenham, MA, she taught in the Wethersfield (CT) school system last year while completing a master's degree at Central Connecticut State College.

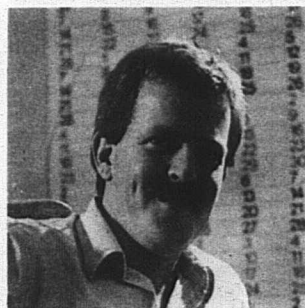
Mrs. Linda Stowe—a doctoral candidate in organ at Eastman School of Music—assumes new duties as Instructor in Theory and Piano. She previously served as organist for St. George's Episcopal Church in Rochester, NY.

A 1978 Houghton College graduate, Mrs. Marta Finch Crouch will be Instructor in Psychology. She recently completed

an M.S. degree in experimental psychology at Ohio University.

Wheaton College graduates John and Thekla Caldwell respectively join the faculty of each campus. An instructor at Otis Art Institute and Assistant Director of the Hollywood (CA) Studio Gallery, Mr. Caldwell becomes Department Head and Assistant Professor of Art at the main campus. He holds a master of fine arts from the California Institute of the Arts. Mrs. Caldwell—who had begun a doctoral program in history and theory at the University of California—will teach western civilization courses at the extension campus. She has lectured at California State University and Biola College.

The second Buffalo appointee is Miss Connie Finney, a 1978 Houghton graduate who will teach mathematics courses. Last year she served as Resident Director of East Hall Women's Residence on the main campus while completing a master's in student personnel administration at Buffalo State University.



John Caldwell



Deborah Raimondo



Marta Finch Crouch



Linda Stowe

RDs Appointed

by Jon Merrill

The 1981-82 Resident Directors Staff includes three new members: Juanita Smart of East Hall, Ann Dudley of Brookside and Tim Nichols of Shenawana.

Juanita Smart, East Hall's new R.D., graduated from Houghton in '77. She majored in English and Writing, with a minor in Biology. After her graduation, Juanita worked at the Salvation Army Emergency Shelter for battered women, rape and assault victims, and teenaged runaways.

Ann Dudley, newly appointed director of Brookside, graduated from Houghton last year with a major in Elementary Education and Psychology. Her future plans include helping refugee children adapt to new cultures.

Shenawana's new R.D. is Tim Nichols, an '81 Houghton graduate, with a major in History. Tim enjoys working in the dorm and wants to make it feel just like home for the guys living there.

Working with Tim is the new Assistant Director of Shenawana, Bob Summer. He is from Illinois and graduated from Taylor University last year with a major in History. Bob said that he likes the academic competitiveness, the surroundings and the people at Houghton.

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Opinion

On Being a Critic

While driving a cab this past summer, I was, from time to time, engaged in exchanges somewhat like the following:

A Drunk: "Hey, partner ya free?"

Me: "Sure am. Where do you want to go?"

D: "Anywhere. Everywhere. I wanna see the world. I mean I already seen it but I wanna see it again."

M: "Do you have any money?"

D: "Sure I got money, partner. I'm rich—I got a million dollars. Ya don't believe me. I see ya face. Ya don't believe me."

M: "Sure I believe you but do you have any cash on you? Can I see some?"

D: "Here" (After squirming and groping and nearly falling out of the cab, he produces a very crumpled twenty.)

M: "OK." (We drive off.)

D: "Money ain't worth nothing though. I mean if ya got it ya worry 'bout losin' it and if y'ain't got it ya want it. I know I bin there. Money ain't got no home anyway so spend what ya got that way you won't be tying it down."

M: (I nod my head.)

D: "And partner, the government is out to get ya. They don't care if ya poor or if ya rich, all they want is all ya got. They think they can tell me and you, partner, what's right and wrong but they're wrong. They even spend my money trying to tell me. But I know what's right and wrong. I don't need nobody trying to tell me that I don't know."

M: (Another nod.)

D: (Another gem of wisdom.)

At first I simply dismissed such conversations as the meaningless ramble of drunks. Gradually, the more I listened, the more I realized that what they were saying bore a marked resemblance to what some great philosophers, poets, religious thinkers, and biblical writers have said.

I wondered, if drunks can come to the same conclusions as learned men and holy men, why do I not respect and receive instruction from them as I do from my professors (among whom I assume are some learned and holy men and women)?

While mulling this over, I stumbled upon a remarkably felicitous passage in Dietrich Bonhoeffer's *The Cost of Discipleship*:

At the end of a life spent in the pursuit of knowledge Faust has to confess:

"I now do see that we can nothing know."

That is the answer to a sum, it is the outcome of a long experience. But Kierkegaard observed, it is quite a different thing when a freshman comes up to the University and uses the same sentiment to justify his indolence. As the answer to a sum it is perfectly true, but as the initial data it is a piece of self-deception.

This passage does not, as it may at first seem, stifle a critical spirit. It allows for criticism but only under the most stringent conditions: the critic must spend his life in pursuit of knowledge.

Drunks do not qualify as critics. Most college freshmen do not qualify as critics. A few college seniors think they qualify. A slightly greater number of college professors do qualify.

A realization of the stringency of the requirements for being an intelligent critic, indicated to me the importance of listening. (Good listening does not mean being a good stenographer.)

We listen to our professors because we assume that they are dedicated to the pursuit of knowledge. (Obviously, we may listen for other reasons.) In some cases the commitment is obvious, in others it is obviously lacking. (In the latter case, perhaps, we would be better off not listening.)

Although our respect for a committed professor can and should be great, it does not even compare in kind to what we owe God. We should not merely respect God, we should stand in awe of Him. The Teacher in *Ecclesiastes*, himself intimately acquainted with the torment of knowledge, describes the proper approach to God:

Guard your steps when you go to the house of God.

Go near to listen rather than to offer the sacrifice

of fools, who do not know that they do wrong.

Do not be quick with your mouth,

do not be hasty in your heart

to utter anything before God.

God is in heaven

and you are on earth,

so let your words be few. (Eccl. 5:1-2, NIV)

Many in our time claim to speak for God; they see fantastic visions, demand our money and allegiance, pronounce the moral standards for an entire nation. God is their confidant, their fiscal manager, not their Creator and Judge. A comparison of their pronouncements with biblical pronouncements indicates that they do not stand in awe of God. Their example should serve to remind us of the importance of silence in the presence of God.

(Continuing this line of reasoning, perhaps more chapels should consist of silent meditation.)

Glenn Burlingame

On Being Conciliatory

In preparation for my first editorial, I reviewed the opening wit and wisdom of my predecessors. Premiere editorials usually combine a statement of policy with some personal background and insights. It appeared simple, but, in keeping with the familiar maxim, I was deceived.

Policy—a definite course or method of action selected from among alternatives to guide and determine decisions (thank you, Merriam-Webster). In light of this definition I began to wonder if I had actually formulated such a thing, or, more to the point, since the *Star* is brought to you this year under a co-editorship, had my associate and I together agreed on such a thing; a policy?

Policy may range from conciliatory omission of messy facts and details to the muckraking search for scandal; one may also choose a position between elite standards and compromised quality. Each of these extremes seems ridiculous and unlikely when isolated, but the key to a workable policy may be found in a balance between these very extremes. I am not saying that the *Star* will be sometimes conciliatory and sometimes muckraking, but that these tendencies should be tempered, one by the other, and put into perspective in light of our goal, which is truth. Truth is the final concern of the *Star*, and therefore the shaper of all policy.

I sometimes wonder how I came to be in the position to discuss policy and truth along with the fine points of lay-out (equally a concern of a newspaper), especially considering that my past *Star* experience consists of one short year and that my journalistic career ambitions are slim. I hope it does not damage my credibility if I further reveal that my high school paper experienced bankruptcy under my editorship, that I received a depressingly average grade in Mr. Wing's Journalism class for failure to hand in assignments, and that it was I who reduced then *Star* editor Graham Drake to begging on his hands and knees in East Hall Lounge for my Josh McDowell interview which was two days late and still in the tape recorder. I intend to keep these bits of glory within reach; both to remedy illusions of Pulitzer, and to remind myself, upon failing, that I can show my face in the light of day, given sufficient recovery time.

Linda Ippolito

Maintaining Open Forum

In this, the first student editorial column, it is opportune to recall the importance and role of the clashing of freely expressed opinions as found in this and many other forums.

The ultimate goal of understanding is the accumulation of wisdom. Proverbs 2:6 states: "For the Lord gives wisdom; and from his mouth come knowledge and wisdom." In the New Testament, we learn that it is Paul's hope that we may "have the full riches of complete understanding, in order that we may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge." (Colossians 2:23) This reference leads us to believe that as we increase our learning, we will concurrently better illuminate the mystery of Christ. Our

education, therefore, becomes a means of attaining a clearer vision of our Lord. In this sense, the maxim, "all truth is God's truth" assumes significance.

Wisdom, crucial to a clearer perception of Christ's reality, then, should become the goal of His followers. Yet, the acquisition of wisdom is a gradual and often difficult process. We have been given by God the unique capacity to reason. Through this capacity we acquire and maintain our respective beliefs. However, man—specifically, man's reasoning abilities—is fallible. This imperfect state is reflected by the fact that many of our beliefs are either distorted or even untrue. Therefore, as a part of our Christian desire to better understand God and His world, we must be receptive to viewpoints that do

A Liberal Word

I would like to say a word in praise of the "liberal" in "liberal arts education."

The part of your education indicated by this word has no specific place in the curriculum. It is not "general education" or "elective" rather than "major" or "minor." It cannot be placed on a syllabus, nor can it be tested for. It will not help you get a job or earn a salary; it is not practical.

It is often described as the belief that ideas have consequences, or that thought matters. I would describe it as the belief that "intellect" ought to be part of your conscience, and the habit of making it so.

I do not mean "intelligence." This is simply your capacity to solve puzzles. As Richard Hofstadter pointed out some years ago, this differs from "intellect"—which is intelligence trained and refined by certain values and patterns of thought, values and patterns recorded in Plato, Bach, Newton, Shakespeare, and others.

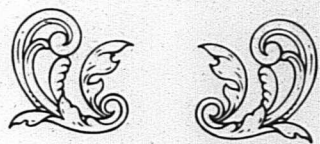
You don't have the "liberal" side of your education until you have the habit of taking the values and patterns of thought Plato stands for into consideration when you make a judgment—until "intellect" becomes part of your conscience, your sense of correct and incorrect, good and bad, just and unjust, beautiful and ugly.

This will not "enrich your life." It is itself a way of life, and unless you accept it as such, you can have no real part of it.

Nor is this an "extra" you get at a liberal arts college. If you have come to a liberal arts college by choice, then this is the essence of what you have come for.

If two people disagree about this, moreover, then their disagreement about the nature of this school is essential. If you and I differ about this, then we teach or study in two different schools, though we share the classrooms of one.

Lionel Basney



not coincide with our own (possibly ill-advised) opinions. As we allow our views to clash with others, an evaluating process occurs. Our godly reason permits us, with the unconscious assistance of the Holy Spirit's illuminating power, to consider how legitimate our beliefs really are. It is this process that seems to be reflected in Psalm 139:23-4. "Search me, O God, and know my heart; test me and know my anxious thoughts. See if there is any offensive way in me, and lead me in the way everlasting."

Therefore, in this column, and every other chance we may have to hear and discuss viewpoints that conflict with our own, should become an opportunity for our continued increase of wisdom "so that (we) may be able to discern what is best and may be pure and blameless until the day of Christ..." (Philippians 1:10).

Mark B. Anderson

Campus News Briefs

The Youthgrants Program of the National Endowment for the Humanities is alive and well and will once again offer a limited number of awards to young people in their teens and twenties to pursue non-credit, out-of-the-classroom research projects in the humanities. The deadline for receipt of completed application forms is November 16, and funded projects begin the following May.

Some examples of college-level projects funded in this highly competitive program are: an annotated exhibition of 20th century war-time "home-front" activities in Minnesota and Wisconsin; a complete historical survey, presentation, and guidebook on a tradition-steeped small Florida coastal island; a collection of migrant worker border ballads in South Texas; and a film on a small Oregon town's innovative survival method—backyard goldmining—during the Great Depression.

Up to 75 grants will be awarded, offering as much as \$2,500 for individuals, and a few group grants up to \$10,000 (\$15,000 for exceptional media projects). For more information contact:

Youthgrants Guidelines
Mail Stop 103-C
National Endowment for the Humanities
Washington, D.C. 20506

The college's second natural gas well probably will be heating a portion of the Science Building this winter, Business Manager Ken Nielson said. Drilled in July, the well has an estimated output of 10,000 cubic feet of gas per day. In comparison, the first well has a maximum output of 84,000 cubic feet per day and last winter heated East Hall, Bedford House (now Valley View), the Fine Arts Building, Shenawana, and the Gym.

The New York State Energy Research and Development Authority supplied the grant of up to \$250,000 to drill the second well. Since the well is producing gas, five-eighths of every dollar value of gas is paid back to the Authority and three-eighths of every dollar value remains to pay for maintenance. Once the grant is paid back these figures are switched; the Authority will receive three-eighths and the college five-eighths. If the second well had been dry, the college would not have been required to pay back the grant.

Application forms are due September 25 for students interested in attending the annual Federal Seminar held in Washington, D.C., for January 25-29. Students with career plans that deal with the American Government will be given preference.

Students wishing to go on consortium for the second semester of 19-81-82 must apply by October 1, 1981.

Approximately 305 freshmen entered Houghton this fall. There are 125 men and 180 women; the majority come from New York, Pennsylvania, and New Jersey.

Seventy-three freshmen received New York State Regents Scholarships; three are National Merit finalists. Sixty-four percent of the new class is female. The new class has 20 valedictorians and 10 salutatorians. Fifty-one new students are second generation at Houghton College. A dozen are missionary children.



Dr. David Howard returns from Sabbatical.

Chapel Profaned

Dear Linda and Glenn,

To be a part of a politically based discussion regarding the Houghton pledge, in the chapel, was tremendously upsetting. I see a breakdown in reverence for and respect toward our Lord and His dwelling place.

Those who condone such action in their life and the significance of what the "chapel" signifies.

From my observations of the Houghton campus, their (sic) is deeply needed an awakening to the Holy Spirit in our daily walk and a greater searching for the spiritual life.

In the Old Testament, the tent of meeting was the place where the Lord God dwelt. Is that where Our Lord God dwells? Our tent of meeting is being profaned by politics, and turned into a humanistic movie theatre and carnival side show. No wonder the Power of God is not powerfully present in this liberal place.

In Christ,
Larry Johannessen

Howards Return To Houghton

by Chris Campbell

In the summer of 1980, Drs. David and Irma Howard left Houghton for a year-long Sabbatical at Duke University in Durham, North Carolina, to do research in their respective fields. Mr. Howard concentrated on library records, and Mrs. Howard worked on laboratory research.

Mr. Howard investigated the life of the Spanish explorer, Alvar Nuez Cabeza de Vaca, an important influence on both North and South American history. In the 1530s, this explorer journeyed from Florida to Texas to Mexico City in the space of nine years, and explored extensively in Paraguay. Mr. Howard studied this man's career and discovered more of the impact he had upon these cultures.

Mr. Howard believes that the opportunity for research influences one's teaching and discipline; he appreciated the contact with various Latin American historians and people of his own profession. During the summer of 1980, the Howards stayed near Cambridge, Massachusetts where Mr. Howard had a fellowship at Harvard University, and was privileged to work with the historian, J.H. Parry.

Mrs. Howard spent approximately eight hours in the lab each day, completing a one-year post-doctoral fellowship in biochemical genetics, working with recombinant DNA, which is on the forefront of science today. While at Duke, Mrs. Howard worked with eminent researcher, Dr. Samson Gross. Two things especially impressed her in her work: the small quantities of materials needed for research, and the high cost of these materials. Preparing laboratories that are efficient yet economically reasonable interests Mrs. Howard and she hopes to translate what she learned at Duke to her classes here.

Though the word 'sabbatical' means literally a period of rest, the Howards did not remain idle. Mrs. Howard believes, however, that a change of pace provides a kind of rest. Since she followed a more rigid schedule at the lab, Mr. Howard picked up their children after school and cooked the suppers. With a population of about 100,000, Durham certainly is a change of pace from Houghton, but the Howards are glad to be back and anticipate incorporating their experiences into their programs here.



Dr. Irma Howard working in biochemical engineering.

Sociologists Intern in Buffalo

Some familiar senior faces are missing from campus this fall—those of Sheila Goodman, Reba Blow, Joyce Zecher, Gregg Makin, and Debra Schiefer. All are at Houghton's suburban Buffalo campus involved in the Field Placement Program designed for sociology majors and minors who are planning possible careers in the social services.

Beaver Perkins, Field Placement Coordinator, says it provides "on the job experience in the field so the students can take classroom learning into a social service agency," to learn about the agency; its structure, its function, and its decision-making process.

The arrangement allows the students to "do as much as possible while they work as additional staff persons in the agencies." They also take part in a Field Placement seminar led by Beaver Perkins in which they discuss the experiences they are encountering in their jobs.

Part of the suggested curriculum includes Social Problems, a course taught by Professor Wayne Cox on the suburban campus, along with other courses taken either at Buffalo State University or the University of Buffalo.

The program's objectives include suiting individual needs; "tailor-made," as Beaver describes. Last year, students were asked about the type of agency they desired to work in, and these requests were fulfilled. Blow expressed desire to work in the inner-city with Spanish-speaking youth and her placement with the Catholic Charities in Buffalo reflects this program objective. Similarly, Zecher and Makin were interested in working with youth; they have been placed with the Amherst Youth Center. Goodman works at the Cheektowaga Youth Bureau and Schiefer with the Salvation Army.

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The Houghton Star is a weekly publication representing the voice of the students of Houghton College. The Star encourages free exchange of opinion in the form of letters, articles, advertisements and guest editorials in student and faculty columns. Opinions and ideas expressed herein do not necessarily represent the views of the editorial staff or of Houghton College. Those with differing opinions are invited to express themselves in a letter to the Editors. The Editors reserve the right to edit, due to length, or reject, due to professional decorum, any contributions. The deadline for all letters is 9:00 am Tuesday. The Star subscribes to the National News Bureau and United Features Syndicate.

PEANUTS®

by

Charles Schulz



QUOTE OF THE WEEK
"Smoking kills. If you're killed, you've lost a very important part of your life."
—Brooke Shields

Caldwell Heads Art Dept.



John Caldwell, a graduate of Wheaton College who earned his M.F.A. from the California Institute of the Arts, recently moved from Los Angeles to become the head of the Houghton College art department. As I talked to him last week, I became so intrigued by his ideas that I did not realize until an hour and a half later that my tape recorder had stopped.

STAR: My big question is—why did you leave California to come up to a virtually unheard-of part of the country? How did you even hear of the opening in the art department?

CALDWELL: A friend of mine, who had heard of the job opening, inquired, and told me about it. I was really ready for a change of pace.

S: This is definitely a change of pace.

C: Yes—I'd had it with the lifestyle in L.A. Commuting was too

much. You commute to school, to work, to church. There's no real community in the sense that I was familiar with—I'm originally from the Midwest.

S: It seems that it should be easy. What is your medium?

C: It seems that it should be easy for me to identify myself by a medium, except that I never thought that mediums were important by themselves anyway. I really think my concerns as an ar-

"I'd had it with the lifestyle in L.A."

tist can carry over from medium to medium. The artist's sensibility is the most important thing. I can tell you what I work in—a lot of my recent work has involved installations in galleries. Installation art is geared to a certain site—a physical space. I've also done photographic pieces, combinations of photography and text, drawings, video...

S: Is there really a California mystique in art?

C: Contemporary art cuts across barriers. I've seen art from eastern Europe which is similar to New-York avant-garde. It's important for people to make distinctions, but I think you can see just

about anything anywhere. The pluralistic art scene is so diverse that it's hard for people to get a handle on what's going on—what it means. It's a natural process to try and categorize things, but most art can be analyzed and compared to what is happening in N.Y.C.

S: What do you think is an important aspect of the job of department head?

C: I think a department head should be someone who's available to spend time in meeting the needs of a student which might go beyond what an instructor, full or part time, is able to give. *



NOTWITHSTANDING

by Mark Chadbourne

The following interview was conducted under an arrangement by the STAR, whereby the name of the interviewer would be withheld for reasons of private matter. The interview occurred on September 6, 1981.

STAR: When I first became aware of your presence on campus I was a bit sceptical. First of all, I am surprised to learn that a former member of a widely acclaimed rock group would attend Houghton. Secondly, I was, perhaps, most surprised to learn of your conversion to Christianity. How do you foresee the coming semester at Houghton?

X: Well, uh...I hear it is tough academically here.

STAR: That is possible. Actually, I am rather curious as to why you have decided to attend this particular college.

X: Well, it was recommended to me. I met Keith Green a few years ago...in L.A. He introduced me to some of his followers. After re-dedicating my life to Christ, I decided the best possible thing for me to do was to put away my guitar for a while and follow God... get into the Scriptures.

STAR: How do you like it here?

X: It's great if you can get used to the food and Dean Danner's sense of humor. (Pauses) The water tastes weird too.

STAR: You are a Bible major?

X: Something like that.

STAR: Do you find the requirements here a challenge?

X: Yeah, especially chapels (laughs).

STAR: Why chapel?

X: I'm afraid someone will recognize me.

STAR: Any problems with that as yet?

X: I've cut my hair real short and I wear looser clothes, so I guess people don't recognize me so often. But I've had a couple of guys come over to me and say that I look like me.

STAR: How do you reply?

X: I just deny it.

STAR: The group you played for has a reputation as a studio band anyway. The image isn't as public as some other bands.

X: That's true. But the band has quite a rep out there.

STAR: How did you meet Keith Green?

X: We were working together in the studio on a Pepsi commercial... you know, the one that borders on plagiarizing "What a Fool Believes."

STAR: Can you give us a few of your insights as a professional?

X: Like what?

STAR: ...such as personal observations?

X: Yeah. (Pauses) John Lennon exploited Paul McCartney.

STAR: What evidence do you have of that?

X: McCartney told me.

STAR: Are you a Beatle fan?

X: Not any more...since I re-dedicated my life

STAR: How about some information on people who have influenced you... without revealing who you've worked with.

X: Well, I'm not as paranoid as David Byrne. I mean, if people start the groupie scene, I'll split to Oral Roberts or something.

STAR: I'll never tell.

X: No, seriously...I think Chuck Berry, B.B. King, that sort of early influence in pop-rock kind of made a heavy impression. Of course, Jimi, Jimmy and Jim.

STAR: You mean, Hendrix, Page and Morrison?

X: Yeah, especially them.

STAR: What do you think of the new trends in music?

X: Which one?

STAR: Let's say a return to the pre-Sgt. Pepper sound.

X: It's great to hear the layering clear up, but I hope it doesn't lead up to a dumb Peter, Paul and Mary trend.

STAR: Any last remarks?

X: (Pauses) Yeah. Who do I see about getting the programming changed on JSL?

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Sports Fever

by Ann Major-Stevenson

With the beginning of a new school year, Sport's disease breaks out on campus. The virus can be broken down into three main strains: the "Scottish" sickness, "Club" contagion and intravenous "Intramurals." The first of these erupted with the Highlander program for incoming freshmen and progressed with the Angus MacMillan century club. The symptoms are striking, including the victims' participation in: the Highland Fling, the Broom Stick Race, the Turkey Trot and the Wise Men's Journey.

The contagious virus "Club" is usually rampant at the beginning of the year before it is quelled by such antibiotics as apathy and overwork. Once caught however "Club" can be most enjoyable. There are many varieties of this virus, including: the Outdoor Club, Gymnastics Club, Synchronized Swimming and Swimmastics Clubs and the Physical Education and Recreation Association which will infect the physical education and recreation majors. "Club" can be caught at any of the various meetings held on campus and medical advice suggests that if you never caught "Club" as a childhood illness, then now is the time to catch it.

The third strain of Sport's disease is definitely the most infectious, rampant and entertaining of the three. Intramurals have to be treated intravenously, there is no other way. During the school year, this affliction undoubtedly affects more people; students, faculty and staff alike, than any of the other diseases. This virus enters the veins in the fall with football and soccer addicting players and spectators throughout the school year until the close of the softball season at the end of May term.

For the health conscious student the only protection against infection from one of the strains of Sport's disease is a healthy dose of science and business courses with a spattering of music. This should keep you too busy to be infected! ★

Internships Presented by Career Dev.

The Career Development has announced several internships open to Houghton students.

The Newspaper Fund, Inc. has initiated its 1982 program with two internships being offered—a \$700 Editing Internship and a \$1,000 grant for a Minority Internship. A list of participating newspapers (including the Buffalo Courier Express) is on file in CDC. Deadline for application is Thanksgiving Day.

The New York State Assembly is offering three types of internships second semester, open to college juniors, seniors and graduate students. The January-May session interns will receive a stipend of \$850 and help in obtaining housing. Graduate students interning from January-August would receive a stipend of \$7,500. Summer interns working June-August would receive a stipend of \$2,000. (10 to 20 of these internships are available). Applications will be available in CDC and are due in Albany November 1, 1981 for the

INTRAMURALS...

Men's Intramural Soccer '81

TEAM	CAPTAIN
1 Vacation Land	Glenn Burlingame
2 Accumulated Garbage—D	Joe Jenkins
4 Accumulated Garbage—F	Steve Strong
5 United Leper Colony	Mark Warner
6 Synergy	Doug Geeze
7 SOMF	Ken Ajuang
	Dave Schindler

SCHEDULE

Sept. 19	10am	field B	teams 1-3
	10am	field C	teams 2-6
23	3:30pm	field B	teams 3-6
	3:30pm	field B	teams 2-7
24	3:30pm	field C	teams 3-5
26	10pm	field B	teams 2-5
	10pm	field B	teams 3-8
Oct. 2	3:30pm	field C	teams 4-6
	3:30pm	field B	teams 3-7
3	10am	field C	teams 1-8
	10am	field B	teams 2-5
5	3:30pm	field C	teams 1-4
6	3:30pm	field B	teams 7-8
6	3:30pm	field B	teams 1-5
8	3:30pm	field C	teams 6-7
	3:30pm	field B	teams 4-5
13	3:30pm	field C	teams 6-8
14	3:30pm	field B	teams 4-7
17	10am	field B	teams 1-6
	10am	field B	teams 2-3
	12:30pm	field C	teams 5-8
19	3:30pm	field C	teams 2-4
	3:30pm	field B	teams 5-7
20	3:30pm	field B	teams 4-8
24	10am	field B	teams 1-2



Women's Intramural Soccer

1. The Rockers—Kim Russell
2. 1st Old—Lenore Lelah
3. Pink Panthers—Cindy Rose
4. Punkettes—Deanne Snyder
5. The Stallions—Deb Blackman
6. The Pearls—Mary Hickman
7. Country Exclusives—Ruth Gow
8. The No Names—Carol Hartford

Women's Intramural Soccer Officials 1981

Sept. 19	9:30am	6-8	Shelley, Lorrie
	11am	1-3	Kathy, Jane, Mitz
23	3:45pm	5-7	Jane, Deb, Lorrie
24	3:45pm	1-4	Sue, Mitz
26	9:30am	6-7	Shelley, Paula, Sue
	11am	4-8	Kathy, Mitz, Lori
28	3:45pm	2-3	Lori L., Cindy
29	3:45pm	1-5	Deb, Kathy, Sue
Oct. 3	9:30am	3-6	Shelley, Lori L., Paula
	11am	5-8	Kathy, Mitz, Lori
5	3:45pm	1-6	Lori L., Lori, P.J.
6	3:45pm	3-7	Deb, Lorrie, Sue
8	3:45pm	2-5	Mitz, P.J.
10	Homecoming		
13	3:45pm	3-8	Deb, Cindy
14	3:45pm	4-5	Mitz, Jane, Lori L.
19	3:45pm	1-8	Lorrie, Lori L., Sue
20	3:45pm	2-4	Cindy, P.J.
21	3:45pm	3-5	Kathy, Jane, Lori L.
22	3:45pm	1-7	Sue Mitz
24	9:30am	4-6	Shelley, Lorrie, Lori L.
	11am	2-7	Mitz, Lori, P.J.
26	3:45pm	3-4	Deb, Lori L., P.J.
28	3:45pm	2-8	Jane, Kathy, Lori L.
29	3:45pm	5-6	Deb, Lorrie, Shelley

Housing Crunch...

(continued from page 1)

Although the problem was not anticipated, all efforts were taken immediately to ensure the proper housing of each student. If projected trends continue, and no action is taken to provide more housing, the housing crunch will get worse. According to MacBeth, "this year was just a brush with the problem."

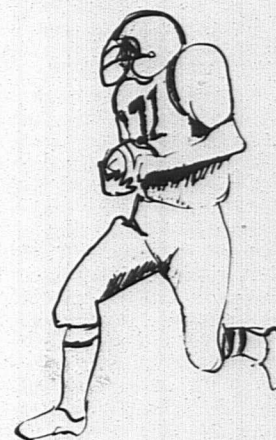
by Ann Major-Stevenson

Although few matches have been played yet, the intramural program is off to an exciting start.

September 14 the Tea-totalers totally totalled the Rebels football team in a devastating show of strength and speed which produced a final score of 56-13. The same day SOMF slaughtered the inexperienced Accumulated Garbage team 6-0. They followed this win up on the 15th stopping Synergy 1-0 in a close game.

Women's soccer started off shakily with the Rockers winning by default on September 10, but gained momentum when 1st Old knocked the shine off the Pearls 2-0 on September 15. ★

Flag Football '81 Schedule



TEAM	CAPTAIN
1. Heart Breakers	Paul Oliver
2. Tea-Totalers	Mark Carrier
3. Rebels	Rich Sanson
4. Turtles	Andy Prentis

SCHEDULE

TEAM	DATE	TIME
1-4	Sept. 19	10am
3-4	21	5-6pm
2-1	23	5-6pm
2-4	26	10am
1-3	26	11am
1-2	Oct. 2	3:30pm
3-4	3	10am
1-4	5	5pm
1-3	14	3pm
2-4	17	10am
2-2	21	5pm

RD's Appointed...

(continued from page 1)

The veteran of the staff of R.D.'s is Rob Perkins, who is starting his second year at Gao. He graduated from Houghton in 1979, with a major in Psychology. While away from Houghton, Perkins participated in a missions program in East Africa.

The job of Resident Director is a managerial one, with a number of responsibilities. They are, for example, guiding and assisting the resident hall staff in all their programs. Supervision of the maintenance, security and student conduct in the dorm are a few more duties. All the directors are in the Student Personnel Administration graduate program at Buffalo State, which they attend twice a week. ★

Sports



Tracy Brooks shoots for Houghton

Women X-C Places Fourth

by Charles Beach

Houghton's first women's cross country team did well in its debut last Saturday, finishing fourth in the Buffalo State Invitational, while the men's team finished a disappointing last.

Roberta Hoyer led the women over the flat 2.7 mile course, finishing in 17th place with a time of 19:13. Running right behind her were Laurie Morris (19th place) and Jona Paris (22nd).

Charles Beach lead the varsity team's unsuccessful effort with 27:10 for the 4.7 mile course. He was followed closely by Kevin Evans and Mike Chrzan.



Charles Essepian playing in E.-Town Games.

Historic Win for Field Hockey

by Tracy Brooks

The 1981 Houghton Women's Field Hockey team, coached by Dr. George Wells, will be the subject of conversation among field hockey circles by the end of their season. A little switching around of players and new material to work with has produced a strong team.

Co-captains Tracy Brooks and Lorri Capone, along with aggressive left wing Becky Thorn and right wing Michelle Staley, make up the scoring front line. Diane Enriquez, the only Senior on the team, and team chaplain, fills the center link position, with Andrea Waite on her right and Thea Hurd on the left.

Goalie Denise Smith, Diane Ver-

saw (D.V.), Lynn Ross, and all-star Robin Pettingell comprise a defense that cannot be penetrated. Another plus for the team is an unusually strong bench.

Friday afternoon Houghton defeated William Smith for the first time since women started playing field hockey at Houghton College. The team did not have an easy win over the second year, Division 1 State Champions, as they played an overtime, winning 2-1. With only four shots on goal, freshman Michelle Staley picked up a flat pass by Becky Thorn to score, and left inner Lorri Capone broke the tie with an assist from Tracy Brooks. Houghton's defense was a key factor in winning the

game.

After an exciting victory on Friday, the girls suffered a disappointing loss against Oswego on Saturday. Lorri Capone scored the only goal for Houghton with Oswego tallying five goals to win the match.

Using Friday's game against William Smith as an indicator of the team's potential and skill, the women eligible for the State's this year are determined to have a successful season. ★

SPORTS FLASH...

September 15 the women's expectations were high after the weekend's defeat of William Smith. Their enthusiasm showed in their first home game against Geneseo Community College. Tracy Brooks and Lorri Capone played fluidly on the front line scoring five goals. Capone had a hat trick, Denise Smith a shutout and Robin Pettingell (fullback) scored from a lost corner after easing her way through Geneseo's defense. Houghton had 27 shots on goal compared to Geneseo's 9. ★

Highlanders Open 1 & 1

by Brian Davidson

Houghton soccer opened 1981 season last weekend with a win and a loss in a tough Elizabethtown tournament. Messiah, Kean State, and Elizabethtown were the other participating teams.

The tournament opened Friday with Kean State against Messiah and Houghton facing the host team. After a scoreless first half in the Houghton game, the Highlanders allowed Elizabethtown to put two in the net. Fullback Bill Baker came up to score for Houghton midway through the second half, but, although the Highlanders applied a lot of pressure in the final minutes, they failed to tie the game.

Messiah also lost Friday to Kean State by a score of 3-2, after two ten-minute overtime periods and a series of penalty kicks. This set up a Houghton/Messiah confrontation for the next day, which would be the third time the teams had met in two years.

On Saturday the Highlanders played a tremendous first half, displaying good passing and ball control. Houghton led after the first 15 minutes with two goals, scored by James MODOZIE and John OKOL.

The team threatened to break

the game wide open with several attacks on Messiah's goal, but a post and a couple of fine fullback saves spoiled a possible 3-0 or 4-0 lead.

With less than ten minutes to go in the first half, Messiah answered Houghton's goals with one of their own. In the second half both teams failed to score, and the game ended with a final score of 2-1 in Houghton's favor.

Kean State defeated Elizabethtown Saturday to win the tournament, while Houghton placed third.

Four freshmen started for Houghton in the tournament: Jon Irvin, Dominic Cardone, Dewey Zeller, and Dan Ortlip. Two other freshmen, Charles Essepian and Willard Hutton are expected to provide strong back-up for the team.

When asked about the tournament, Coach Burke commented that he felt the team played well overall, although the goals we gave up were our own defensive mistakes. He is pleased with the team's progress and believes that they will be able to iron out the defensive weaknesses.

As for the rest of the season, Coach says, "The potential of the team looks very good."

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