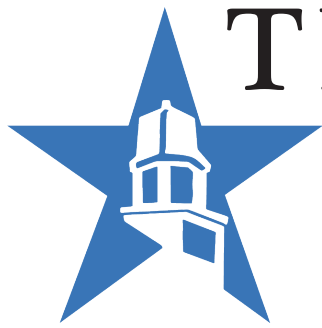




Belmont Travel Center to Open in Fall 2020

LUKE HUIZENG
Regular Contributor

Over the past three years, the Allegany County Industrial Development Agency (ACIDA) has been working on the Crossroads Project, the construction of a water pipeline, hotel, restaurant, and travel center just south of the intersection of I-86 and Route 19. The construction is near the Crossroads Center, a conference building for the ACIDA and Allegany County Planning Board. The Project is based on the goal of improving economic development in the county by means of increased tourism and sales tax revenue. The new buildings will also provide jobs for locals, tackling unemployment in the area. Should the project succeed, it will significantly boost the county's struggling economy.

The first part of the Crossroads Project, construction of a water pipeline from Belmont to Friendship, started in August 2019 and was completed in February 2020. The pipeline was planned to be the start of the project from the beginning. It is important, not only because it feeds water to the new construction at the Crossroads, but also to the local residents. This part is crucial because one of



COURTESY OF GOOGLE STREET VIEW

The property where the travel center will be located, as it was in August 2019. The building at the center of this photo has been torn down to make room for the new construction.

the primary goals of the project is to aid not only the county as a whole, but those in the Belmont area.

As building continues, the ACIDA has announced that a Quicklee's travel center is set to open to the public this summer or early fall. The travel center is the second part of the Crossroads Project to be built at the location in Belmont. As construction has gotten underway, the ACIDA is now able to release more details on what the

Quicklee's will be offering and what it will look like.

The travel center will include a fueling station and a small café. The café is a chain that has yet to be announced. There will also be a sit-down grab-and-go food option available. Finally, a convenience store will be attached to the shop and café as well.

The construction of a travel center in Belmont is part of a larger plan to bring more visitors to Allegany County. Dr.

Craig Clark, Vice President of Allegany County Economic Development, said that the Crossroads Project is taking full advantage of its placement right by Route 19 and I-86. "One of the goals is to attract more tourists," he explained. "People need a place to stop and get gas, and this is right off the interstate."

There will be a large sign directing travelers where to turn to find the Quicklee's. Clark

See **BELMONT** page 2

Chamberlain Lectures to be on Gen Z Engagement with Missions

ERIN MAGGIO
Regular Contributor

On March 18th, Houghton College will be welcoming Dr. Allen Yeh of Biola University to speak at this year's Chamberlain Lecture Series, addressing the topic of Gen Z's engagement with missions.

The Chamberlain Lecture Series was funded by an endowment from the parents of retired President Dan Chamberlain. "The general purpose of the event is to help keep the challenge of missions before the Houghton Community in an interesting, compelling, and reflective way, allowing the use of qualified off-campus sources," according to Professor Marcus Dean, the organizer of the Chamberlain Lecture Series.

Prof. Dean, who is also Houghton's chair of the Global Studies Department, and Professor of Intercultural Studies and Missions, spoke of the importance of the topic. This topic--Gen Z's Engagement with missions--was chosen in discussion with the speaker Dr. Yeh. Speaking of the topic's rel-

See **GEN Z** page 2

Students to Republish Biography of Former Houghton President Luckey

VICTORIA HOCK
Regular Contributor

Houghton Student Enterprises (HSE) is working to republish a biography of former Houghton president Dr. James S. Luckey. The effort is spearheaded by Samuel Malafy ('21) and Cory Messerschmidt ('21).

The biography, entitled *The Man of the Hour*, was written by Erma Anderson Thomas and published in 1937. It is held in the Wesleyana Collection, a room in the corner of the second floor of the library.

According to the Houghton College Library website, *The Man of the Hour* is a biography of the life of Dr. James S. Luckey. As many members of the campus community know, Luckey is a prominent figure here at Houghton College. He was one of the first academically trained presidents, and in addition, there's a building that bears his name on campus. Perhaps most famously, we have our mascot, Luckey the Lion. Messerschmidt stated that

See **LUCKEY** page 2

Prof. Freytag Publishes Book on Care in Educational Context

ANJA OBERG

Professor Cathy Freytag's last year as an Education professor is highlighted by the publication of a book she co-authored and edited. After 17 years as a part of the Education Department at Houghton College, Prof. Freytag will be transitioning next year to a full-time position in the Academic Dean's Office.

In 2013, Prof. Freytag took a sabbatical and made "care" the focus of her research. After a meeting with visitors who weren't familiar with Christian higher education, Prof. Freytag was curious how caring for people differed between teachers at a Christian college and a secular college. She believed that both groups of people could learn something from each other. While caring is simple, it's not easy, according to Prof. Freytag. She visited six Christian colleges and universities and asked the same questions of students and faculty in the teacher education program, department chairs, and deans: what does care look like? How do you see it?

Since the beginning of her

research, she has found that care is reciprocal, but not typically balanced. One of the main points in her newly published book, *How Shall We Then Care? A Christian Educator's Guide to Caring for Self, Learners, Colleagues and Community*, is that care has not been completed successfully if it isn't perceived as care by the person receiving it. Prof. Freytag co-authored the first chapter of the book and edited the remaining chapters, working with 15 contributors to shape and sharpen their message regarding care. She anticipates the audience to be mainly teacher educators and pre-service educators, as the book aims to give a broad view of what a Christian ethic of care can look like when applied across different contexts.

Prof. Freytag's focus on care is evident to the people around her in the way she lives. Anna Wray ('21), an advisee and student of Prof. Freytag, shared that she and others view her as a "calming and grounding presence." She further shared her appreciation for Prof. Freytag's intentionality with praying at the start of each class, asking

See **CARE** page 2



COURTESY OF CALEB FESMIRE

Freytag standing in front of Luckey with her newly published book.



COURTESY OF JOHANNA FLOREZ

The mysterious boxes strike again! After their appearance in front of the library in the fall, when many speculated that they were a SPOT promotion, they’ve now appeared in front of the Center for the Arts. This time, they follow SPOT. What could they be? Who’s placed them? Students with information are encouraged to send the STAR a tip or a letter to the editor.

Sudoku

If you’ve never played sudoku before, the rules are simple!

- 1) Fill in each empty box with a number
- 2) Every row, column and 3x3 box must contain all the numbers 1-9, with no number repeated

The solution will be in next week’s issue!

7	2	3					4	
		9	1					
1			9	4				
	3				4	7		
6	1			3			9	4
		7	8				2	
				7	9			5
					1	9		
	5					6	7	1

COURTESY OF SUDOKUOFTHEDAY.COM

Last week’s solution:

7	2	3	5	6	8	1	4	9
5	4	9	1	2	7	3	6	8
1	6	8	9	4	3	2	5	7
8	3	5	2	9	4	7	1	6
6	1	2	7	3	5	8	9	4
4	9	7	8	1	6	5	2	3
2	8	1	6	7	9	4	3	5
3	7	6	4	5	1	9	8	2
9	5	4	3	8	2	6	7	1

COURTESY OF SUDOKUOFTHEDAY.COM

BELMONT from page 1

continued, “The travel center will also serve the three colleges in the county, and will be bringing in additional sales tax for the county.”

It has been ten years since there was a working fueling station in Belmont. With the new travel center set to open this fall, locals can expect more traffic soon. This should eventually aid in the success of the brand name hotel that is planned to be built next year by a new developer, helping the larger Crossroads Project accomplish its task of further economic development in Allegany County.★

CARE from page 1

students to share with her and each other what they needed prayer for. In the way she interacts with her students and her colleagues, Prof. Freytag’s research interest in care reflects the care she shows her students.

In the upcoming school year, Prof. Freytag will be transitioning to a full-time position in Houghton’s Academic Dean’s Office, where she currently holds a part-time position as the Associate Dean of the Faculty. Dean Paul Young explained that, in this role, Prof. Freytag chairs the Academic Council and the Academic Effectiveness Committee. In these positions, “she shepherds academic policies and procedures through faculty and student discussion, leading to recommendations to

the faculty. She also handles situations in which students have run into academic difficulty, seeking a redemptive solution to problems.” When she transitions full-time, she will be the main person directing curriculum at Houghton College.

In leaving the Education department, Prof. Freytag says that she has loved being a nurturer and a developer, and she hopes to find ways for proactive connections with students. Similarly to her time in the Education department, Prof. Freytag believes that, “God can use me in whatever position I’m in to equip and empower future teachers, my colleagues in the Education department and in other departments across the college.” Even as she continues on in her transition, she feels that if she gives those around her “the tools and the resources and the encouragement to do what they do very well, [she] will feel like [she’s] made a significant contribution.”★

LUCKEY from page 1

he felt that this book is definitely an important part of the college’s history. Both he and Malafy also added that “Not many students know too much about the rich history of the college, so that’s just one of the reasons why we chose this book in particular to update.”

Messerschmidt and Malafy saw this lack of awareness as a problem. They felt that more

students should get to read this book. So, Messerschmidt explained that they knew he and Malafy had to do something, so they decided to turn to Houghton Student Enterprises, which he explained is “a group where students, under the direction of Professor Joseph Miller, have the opportunity to put business ideas into action.” Though the group as a whole is run by a professor, most projects are student run.

Messerschmidt added that there are a lot of different aspects that are going in to preparing this book for a re-release to the Houghton College community: “We are working on updating the text (which appeared slightly outdated in its current format), getting the book into a digital format, and we are also going through Griddle Studios, who you might remember were the creators of the BEST talks logo, for a new, updated cover design.”

Although for right now, *Man of the Hour* is Messerschmidt and Malafy’s sole focus, they expressed some goals for the future, once the book is completed. For example, Messerschmidt stated that they would like to “find books in different genres,” but for now, they’re directing their attention to *Man of the Hour*.

Both Messerschmidt and Malafy expressed enthusiasm about the project as a whole. As for when people will be able to purchase the updated version of

this book for themselves, Malafy explained that “The Houghton College Community can expect this book to be for sale by May [2020] graduation.”★

GEN Z from page 1

evance, Prof. Dean said, “College students are showing a decreased interest in Missions. So, it will challenge [them] to think about the reasons for missions.” The current decline in Generation Z’s interest in missions makes this a contemporary issue, fitting for this talk.

Dr. Yeh, whom Prof. Dean has met at national meetings of the Evangelical Missiological Society, was chosen to speak as he is a young and rising missiologist and does a lot of research with college students in relation to missions. Prof. Dean, when speaking of Dr. Yeh’s selection, spoke of his multicultural background and his active research in millennials.

Dr. Yeh has been teaching college students for 12 years and has interacted with students in both the Millennial and Gen Z generations. “I’ve noticed how I have had to adapt my teaching style to address their changing issues. I’ve read a couple of books and have attended several conferences about it,” he said.

Dr. Yeh noted the similarities of Biola University, where he currently teaches. and Houghton College, especially as both are Christian Colleges trying to carry out God’s mission. He looks

forward to addressing Houghton College students on this issue: “Similar to Biola, Houghton is a Christian college which has a mission to impact the world for Christ. But in order to be effective in positively affecting the world, we also have to equip them properly otherwise they will fail out there.”

Dr. Yeh finds the issue important to address, saying, “I think there’s far too much denigration of Gen Z. If they are our hope for the future, we need to encourage them, not disparage them. By doing so, we will unlock their fullest potential, and there’s a great deal of hope there.” He hopes that by informing and equipping the next generation, like speaking to them at such talks as this, that they will be able to carry out what God has called for them.

Dr. Yeh received his Doctor of Philosophy in Theology from Oxford University, his Master of Theology from Edinburgh University, his Master of Divinity Degree from Gordon-Conwell Theological Seminary, and his Bachelor of Arts from Yale University. Currently, he is an Associate Professor of Intercultural Studies at Biola University and serves on the Board of Trustees for the Foundation for Theological Education in Southeast Asia.

Dr. Yeh will speak on Wednesday March 18 from 6:30 to 9PM in Library 323. Extra chapel credit can be obtained for attendance.★

Humans of Houghton

Anna Judd

ALLY STEVICK

Anna Judd is a junior, and one of the few philosophy majors on campus. She is the president of the Gadfly Society and is also as the president of Ballroom and Swing for the first time this semester, while the former president is studying abroad. When she has spare time she likes to read, play Dungeons & Dragons with her friends, and hike.

When I ask why she decided to be a philosophy major, she replies that she didn't have a "good reason" initially. "I took a dual enrollment philosophy class my sophomore year of high school to just try to get some college credits before I came to college," she explains, "and I ended up really loving it. I didn't have much of a plan for what I thought I would do with it, I was just kind of intrigued immediately and thought, okay, the skills of learning how to think critically and think well, and understand the ideas that have shaped the world we live in are going to serve me well wherever I end up. It was actually a really intuitive decision, and then as I've studied at Houghton I've gotten a much clearer idea of where I'm going with it, and been confirmed that that decision was the right one."

Anna tells me a little about what her vision is for what she hopes to do with philosophy. "Every time someone asks me what I want to do with my life I give them a different answer, even though I have a very clear idea in my head," she says. "I want to bring philosophy to the church—help bridge what I think is an unhelpful separation between theology and philosophy as disciplines. You see that even at Houghton: it's the same department, but the theology and the philosophy students very rarely have the same classes or interact with each other. I think the tools of thinking that philosophy gives us, the insight into the way our culture has been shaped by philosophical ideas, intellectual history, is all very important stuff for the church to know. And when you get into more technical things—I'm very interested in Christian apologetics, that's, I think, the heart of what I want to do, and the philosophical debates surrounding the nature of faith and belief and knowledge and how we come to form beliefs and justify beliefs—what knowing things means. There's a whole host of ways that our underlying beliefs about those kind of things impacts the way we look at our religion, the way we do our ministry, that I think people don't notice, just because there's this dichotomy that's formed between philosophy as a secular thing and the church as a religious thing."

Anna says she hopes to approach bridging this gap not just in an academic context, but in more personal contexts. "My college career has been very academically based," she explains, "I guess I don't necessarily con-

sider myself an academic at heart. I would rather be out doing the kind of popularizing of philosophy, the practical ministry stuff, being among the church, the people outside of the academic ivory tower. I work at a camp in the summers. Last summer I was in a position that gave me some contact with the campers, after a number of years in the kitchen, and this year I'm going to be a counselor, and just being there, bringing the things I've learned in the academic world to bear on helping these kids, these campers that I'm going to be working with, process through their questions—I want to do that rather than just be cooped up in on office writing papers for conferences for the rest of my life. Even though I joke about being in school for the rest of my life, I don't think that's actually what I want to do."

I ask Anna if she has recommendations for how people who aren't philosophy majors can interact with philosophy. "Honestly, just give it a hearing," she says. "Philosophy is a word that people hear and they get scared of. They think either, this is boring and irrelevant and kind of up in the clouds somewhere and it doesn't matter, or else it's something very technical and intimidating that only really smart people or people with a particular temperament can do. And to an extent academic philosophy in the modern world has become really specialized, but it started out as just a movement of people thinking about the deep issues that are common to human life. And in that sense, anyone can do it." Anna says that creating a venue for anyone to do philosophy is one of the main goals of the Gadfly Society. "We say that our goal is to create a space where students can dip their toes in philosophy without the commitment even of taking a whole class," she explains. "We do try to group discussions on similar topics together, but every meeting stands alone to more or less of an extent, you can just show up, there's not prior preparation required." At Gadfly meetings lately, Anna says, they've been watching and discussing videos on philosophy that are designed to be accessible to anyone. "It's a really approachable way to see what this whole philosophy thing is about, if you don't have any idea. And that is Monday night at 6:00 P.M. in Library classroom 310."

Before we leave, Anna shares with me a piece of advice for how college students can better approach their busy lives. "I feel like in our world it's the dominant script that college is going to be miserable, and there's nothing you can do about it," she says. "The experience of being three weeks behind on your big papers and skipping class all the time and what have you is supposed to be this universal relatable thing, and that bothers me. Like yeah, I've fallen behind on assignments and I've skipped class, but I don't think suffering and not being able

Ever Wonder...

...Why the School Colors are Purple and Gold?

PHOEBE MULLEN

With purple and gold paint fresh in the Campus Center stairwells, and having been added to the Chamberlain Atrium and Big Al's in recent memory, a question may arise: where's the history behind those colors, and what have they meant to Houghton students over the years?

Houghton legend (a 2004 STAR article calls it "Shea family lore") goes that in 1908, a woman named Laura Whitney suggested the colors, in reference to the aster and goldenrod that bloom around the campus at the end of each summer.

In the middle of the April 15, 1918 edition of the STAR, there is the totally non-sequitur declaration:

*HURRAH! HURRAH!
The PURPLE and GOLD
The Royal Purple and Gold
They're OUR Colors!
HURRAH!!*

At the time, Houghton did not have intercollegiate athletics, but by 1918, students competed in a fierce annual "Purple vs Gold War" consisting of a broad range of intramural sports. The competition lasted all year, and involved--at various times--baseball, basketball, track and field, tennis, field hockey, football, swimming, soccer, and eventually softball. The "war" included both men and women (even in baseball) and continued until intercollegiate athletic teams were allowed in 1967.

Early reports of Houghton athletics often refer to a team as "the purple and gold," even after the Highlander mascot had been chosen to represent Houghton teams. (Interestingly, the first intercollegiate competition was a track meet between Houghton and Roberts Wesleyan.)

For nearly a decade and a half, the Purple vs. Gold fight was laid on the backburner--the focus was on intercollegiate sports--though the colors represented the school as always. Then, in 1981, the STAR reported that the "purple and gold rivalry will be revived" for the celebration of the college centennial. Whether this was actually done is unclear. In 2001 the women's cross-country team was split into purple and gold sides and competed against itself at Homecoming, while the men's team had the opportunity to compete against alumni of the team (the second of which

sounds a lot more exciting to me). In 2004 the STAR reported proposals to change the school colors, but this obviously never came to pass.

There may be records I'm missing--I invite any alumni, community members, staff or faculty who may remember the decades after 1967, when the Purple and Gold competition seems to have been forgotten, to tear down my statements with flaming letters to the editor--but based on my scouring of the archived STAR, and less thorough skimming of yearbooks, the pre-Homecoming contest we now know as Purple and Gold Week did not arise until 2005.

That year, the week seems to have pitted the classes against each other rather than splitting the school into two colors;one of the days the students were told to dress up as President Chamberlain or his wife, and another day as their favorite faculty or staff member (Anyone want to revive that one? I do.) Classes also appear to have had specific colors assigned to them besides purple and gold. The results of the week were set to be announced at SPOT. In 2007, the week finally returned to the traditional Purple vs Gold that we know today.

Today people pick up their free t-shirts every Purple and Gold Week, and some get very excited about bringing down the opposite team. I admit, despite my fascination with this topic, I've attended exactly one Purple and Gold Week event--a capture the flag game my freshman year. Revival of school spirit is always cited as a reason for encouraging the rivalry between Purple and Gold, and it seems to me that many people in our generation think school spirit is overrated and uncool. But let me leave with this image. Among older alumni, the rivalry is still strong. In 2015 the STAR reported that at alumni events, these former students hold onto a Hogwarts house-like loyalty, refusing to sit at tables with gold napkins if they were purple, or vice versa, and will happily participate in Purple vs. Gold competitions. Maybe it sounds cheesy, but I wonder if that group identity, even though it would seem to pit Houghton against itself, actually makes those alumni's connection to Houghton stronger and more lasting. ★

to keep up with things is supposed to be a universal feature of the college experience. Nor is being bored by all your Gen Eds, and hating them," she adds. "I actually have found a lot of really intriguing things in my Gen Ed classes. But just because of the social environment—people have sometimes asked me, 'how's it going?' during finals week and

my immediate response is to say, 'oh, I'm so exhausted, I'm so stressed.' I'm not—I mean, sometimes I am, but sometimes I find myself saying that even when I'm not just because that is the dominant social script. And I think if we worked a little harder on not expecting things to go badly, they wouldn't go so badly for us as college students." ★

Poythress’s Science & Superheroes Gen Ed Class Becomes Snapchat Sensation

PHOEBE TRUSH

This semester, a general education class titled Science and Superheroes made its debut. It has since become a popular topic on Houghton students’ social media; the creative and engaging nature of class activities lead to it becoming a “Snapchat sensation.” Lab experiments so far have included: investigating various types of invisible ink, creating elephant toothpaste, isolating DNA, constructing a telescope, and designing various types of paper airplanes.

These entertaining experiments also serve an academic purpose. In an interview with Dr. Ransom Poythress, the professor and designer of the class, Poythress explained that the idea for Science and Superheroes came from his interest in the superhero genre, as well as his understanding that not all students enjoy the realm of science. “I imagine that for many students thinking about science harkens back to nightmarish high school scenes of complicated equations and heavy, abstruse textbooks... so the goal is to neutralize those fears by pairing science with something students are already excited about, namely superheroes.” In addition, Dr. Poythress sees this class as an opportunity to use the supernatural to point people to Christ and “discuss



COURTESY OF HOUGHTON COLLEGE BIOLOGY FACEBOOK PAGE



COURTESY OF HOUGHTON COLLEGE BIOLOGY FACEBOOK PAGE

Houghton College students performing lab experiments for Science and Superheroes class

the limits of science and materialism as they apply to miracles and a Christian worldview.”

According to Science and Superheroes student Riley Gastin (‘20), Poythress’s class structure is standard for one you’d find at Houghton. The lecture begins with a discussion about certain superheroes with a supernatural ability, and includes various video clips that demonstrate their session’s topic. Poythress then relates the

superpower to human beings, animals, and Christianity. The last half of the class focuses on performing experiments that reinforce the information presented in the lecture. Gastin appreciates this fun yet simple way that Dr. Poythress teaches. She explained that “it explores enough of the science that you understand it but without going into the nitty gritty little details.” Furthermore, she emphasized that she is “definitely

learning a lot and finds herself being captivated the entire class time.”

Alex Haines (‘22), another enrollee in Science and Superheroes, commented that he “has never been a big science guy but is genuinely having fun with the class.” He enjoys the hands-on labs that they do every class period. For Haines, these experiments are interesting because they are always different and unique. In addition, he believes

that these labs enable students to remember the material a little bit better. “[I am] definitely learning a lot about science but in a nicer package.”

This “Snapchat sensation’s” goal is to present science from a different perspective that non-science majors can easily engage with. Science and Superheroes will be offered again during the 2021 spring semester. ★

Zoller to Release Unorthodox Writing Textbook

DAVID KRALT & GERI EDWARDS

Professor James A. Zoller, a previous member of the Department of English and Writing at Houghton College, has been working on a writing textbook for the last eighteen months. The textbook is titled *Writing Life: Adventures in Inductive Learning*.

In an interview with Professor Zoller, he has stated that the textbook is going to be somewhat unorthodox; it will be focused on a wider and different range of topics with a core focus of inductive learning. Students will learn to solve new problems by following previous examples as opposed to repeating old information and old problems, with topics ranging from Korean art, to studying Bob Dylan’s famous song “John Brown.” Professor Zoller hopes to use these topics to help students engage in the subject matter to a greater extent and showcase a variety of writing that students may otherwise not experience. He said, “I think you need to buy into the idea that inductive learning is worthwhile. Most learning is deductive; I’d rather students tell me something new that I don’t already know, and

by George we’re gonna do it!”

Many Houghton students have already experienced some of the methods that the textbook will present. In an interview with writing major Erin Maggio (‘21), she reflected upon her experience in Zoller’s poetry class: “It was more of an experimental class; [Zoller] would give us prompts, or a different style of poetry we would have to try ourselves, rather than just us analyzing poetry or him telling us exactly the way that poetry should be done. We would be given examples, but not everything would be explained... instead we would interact with each other and figure out how to emulate the style ourselves.” This type of methodology is meant to inspire creativity and stretch the mind to make connections; it is a type students and educators alike can integrate into their studies.

Biology major Phoebe Trush (‘21) attested to this as well. As a student in Zoller’s general education class, “Writing in the Liberal Arts,” Trush claimed that she “really enjoyed his class! As a freshman, I struggled a lot with writing and this class gave me more confidence in that area. Biology doesn’t fo-



COURTESY OF HOUGHTON.EDU

Prof. James A. Zoller, author of upcoming textbook *Writing Life, Adventures in Inductive Learning*

cus on writing so it was nice to have a class that gave me positive instruction...I remember him diverging from the regular confines of class, which encouraged an artistic mindset in regards to writing.”

Writing *Life: Adventures in Inductive Learning* is not the only book that Zoller has

written -- he has several published books, including *Simple Clutter* (1998), *Living on the Flood Plain* (2008), and *Embers* (2016). Houghton students taking poetry classes frequently use these books as part of their curricula.

Writing Life: Adventures in Inductive Learning is currently

still in the process of being constructed, and Zoller has devoted himself to this project since his retirement from active teaching in 2018. When it is released, it will bring to the world of poetry another perspective one can learn from.★

Lyric Theatre Welcomes Children to Play Major Roles

ALLY STEVICK
Regular Contributor

This spring, the Houghton Lyric Theatre is putting on *The Secret Garden*, which will be performed Thursday April 2nd through Saturday April 4th. In addition to Houghton College students, the cast features several children from the community.

Ralph Lipscomb will play the character of Colin Craven, and Evelyn Cox and Tori Tetta will play Mary Lennox. Professor Amanda Cox, the show director, remarked that this is the first time she has directed a Lyric Theatre production with children. Typically she tries to choose shows with an age range of characters that will work well for college students; however, since she wanted to do a production of *The Secret Garden* and thought it was particularly well suited to the current Lyric Theatre group, she decided to get community kids involved. “I had been wanting to do *Secret Garden* for several years,” she said, “it’s a beautiful story and it has just lush, really beautiful music. I was just kind of waiting for the right cast to do it, basically. I have an absurd number of men who are incredibly talented



Lyric theatre rehearses in the chapel.

this year, and there are several male parts, so I thought: this is the year, let’s do it.”

Though this is the first time that Professor Cox has directed a production with community children involved, the college does have a history of community involvement in productions. Professor Cox recalls that when she was in ninth grade she herself was cast as Anne in a college production of *The Diary of Anne Frank*. “It was such a beautiful and formative experience for me,” she said.

Not only is participating in a college production a special opportunity for kids from an acting and musical perspective, it’s a unique social opportunity. Ralph Lipscomb commented that he’s really enjoyed working with the college students in the

production. “One of the things I like about it is that I know a lot of people, and the people I don’t know it’s fun to get to know... it’s a great social experience.” Besides the social aspect of the experience, Ralph commented that another favorite part of the experience is “that I get to scream a lot.” Ralph explained that his part requires screaming because even though his charac-

ter, Colin Craven, is very sick, “at times you kind of doubt it because he gets into fights and uses his incredibly powerful lungs to shout.”

Both kids and college students mentioned the social opportunity as something important about their experience. In an interview with Aaron Moore (‘20), he said that he’s had a lot of fun working with the other cast members, both the college students and the community kids who are involved. “There’s a lot of camaraderie... I mean, I’m not even a music major, but you get really close with all the students, and even the kids—they’re so cute, and just watching them get really excited in their roles, and fitting into these spots with all these other moving parts—it’s really, really cool.”

Moore has been struck by how loving this cast is, and by how much joy all of the cast members put into their time rehearsing and working together. Moore has loved doing acting and singing throughout both high school and college, and as a senior is glad to have this last musical theatre experience with the particular people who make up this cast. Moore’s final remarks were, “Cool musical—come see it.” ★

MEME OF THE WEEK

David Bowers (‘21) made this meme this week in response to the removal of the much-loved egg station in the dining hall.

No one:
Literally no one:
Literally not a single person
on the planet ever:

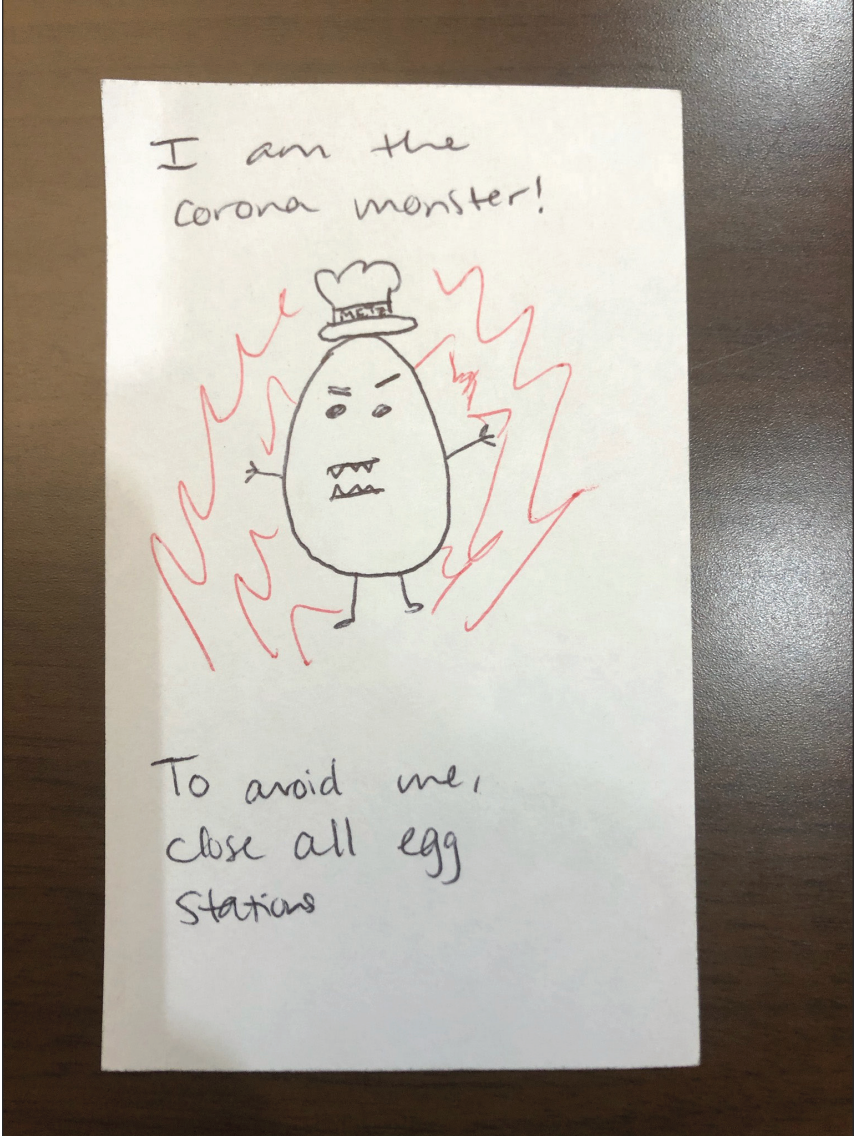
HOUGHTON:

We’ve gotta get rid of literally the only hygienic part of the dining hall so people don’t catch the corona.



COMIC OF THE WEEK

Ciara Woodin (‘21) sketched this New Yorker-worthy comic this week in response to the removal of the much-loved egg station in the dining hall.



Lenten Practices: A Sacrament or an Experiment?



COURTESY OF BRYCE PRESTON

KELLY MOHNKERN

Lent. It is a season of preparation, repentance, and remembrance. It is a season of fasting, of ridding oneself of the things that distract one from coming into communion with Christ. It is a season of sharing in Christ’s sufferings. Extending from Ash Wednesday to the Saturday before Easter Day, this forty weekday season is a time of prayer, reflection and anticipation of the celebration of Christ’s resurrection.

The forty weekday time frame signifies the time Jesus wandered in the wilderness for forty days as mentioned in Matthew 4 and Luke 4. Though we do not know most of the events that took place while Jesus was in the wilderness, we do know that he fasted from food and was tempted by the devil during those forty days. This is why Christians often give up certain foods and/or beverages for Lent, remembering and sharing in Christ’s sufferings of hunger and thirst. But is this the real reason why we give up things for Lent?

All too often, I think we tend to give up things for Lent without knowing why we sacri-

sense. My family does it, my church does it, my friends do it, so must I. We also tend to treat it like a challenge we try so desperately not to break, instead of treating it as a means of replacing our temptations with prayer and reflection. When Jesus fasted from food, I do not think it was because it was something his friends did or because he wanted to challenge himself. I do not think Jesus simply wanted to see how long he could go without food. His sacrifice was believed to be replaced with prayer and preparation.

I remember a time when I was younger and decided to give up soda for Lent, an experiment I could have saved

why I chose to give up soda: 1) it wasn’t as difficult to eliminate as sweets, but it was difficult enough that I would feel tempted to drink it when I was near it, 2) everyone else around me was giving up something for Lent, so why not?, and 3) I wanted to see if I could actually go forty days without drinking soda, even though I rarely ever drank soda to begin with... The only benefit I reaped from giving up soda for Lent is that I don’t drink it anymore because it gives me a headache. During my “fast” from soda, never once did I resort to prayer or reflection or Scriptural study when I was tempted to drink the soda. I just told myself not to drink it because I didn’t want to break my challenge.

Do we treat Lent as an experiment, testing ourselves by observing how long we can go before we break our “covenant” of sacrificing chocolate and fizzy drinks in a forty day interval? That is not the purpose of Lent. When we treat the season of Lent like an experiment, we play around with the things that so easily convict us and dis-

tract us from the beauty that is Christ’s love and resurrection. What good is sacrifice if we are just doing it for fun?

How do you celebrate Lent? Or maybe the question is, why do you celebrate Lent? Why do you give up chocolate, meat, soda, or homework for Lent? Is it because you want to replace those things with prayer, the study of Scripture, and reflection, or because you want to lose weight or challenge yourself beyond what you feel you can handle? Whatever the motive, I hope that we all learn to keep Lent sacred and remember Christ’s sacrifice for us. ★

Kelly is a sophomore majoring in Biology.

“All too often, I think we tend to give up things for Lent without knowing why we sacrifice these things.”

fice these things. It is easy for us just to give up something for this forty-weekday period because, culturally, it makes

for any period in the remaining 325 days of the year instead of this sacred 40-day period. There were several reasons

She’s a Dog, Not a Robot



COURTESY OF BRYCE PRESTON

MEAGAN MONTAGUE

As we walked into the CC I could feel her energy was off, the focus wasn’t on me and she was pulling at the leash more than usual. It was my time to decide what to do. Do I keep her inside or do I take her out and give up for the day?

This is something that all service handlers have experienced at one time or another in their training. Even with a perfectly trained and well behaved service dog, there are bad days. This is because service dogs should not be expected to be robots, they are dogs with a job.

As a working dog there are so many things they need to be able to do. A working dog has to ignore all distractions, walk in a heel position, stay calm in all environments, not be aggressive, not smell things, not lunge for food, and not bark. And those are just so they can go in public! Along with those, they need to know tasks. A task is what helps the owner with their disability.

Some task examples include picking up dropped items, carrying items, helping undress handlers, opening and closing doors, guiding the blind, hearing for the hearing impaired, fetching help when an owner has a medical issue, and keeping the balance for a handler with mobility issue.

Service dogs are also trained for psychiatric disabilities like Post Traumatic Stress Disorder (PTSD), autism, bipolar disorder, Obsessive Compulsive Disorder (OCD), and schizophrenia. (Anxiety and depression on their

own are not legal justifications for a service dog.) Some tasks that help with psychiatric disabilities include interrupting self harm, alerting to episodes, deep pressure therapy, hallucination discernment, and grounding techniques.

As you can see, there are many things the dog needs to be able to do, and the public usually expects them to do it without missing a beat. Any service dog handler knows that keeping up the image of their team is hard.

When we take our service dogs in public establishments, we are often met with employ-

“When you see a service dog, whether they are in a vest or not, be sure not to ask to pet them.”

ees who don’t know the laws. As we’re walking down the street, we run into pedestrians who think it is their right to pet a service dog and talk to them. You should never ask to pet a service dog. For some owners, distracting a dog can be the difference between life and death, or on the less extreme end, going to the hospital or going home for the night.

I often hear, “Well, your dog should know to ignore me if I’m going to pet them.” That is absurd. Imagine someone putting their hands in your face and rubbing you while you’re at work, do you think you could do your job in that environment? I would assume not.

My service dog in training, Maisy, is a staffordshire terrier mix. She is two years old and a shelter rescue. She is currently two months into her service dog training and is doing amazing things. There are good days and

bad days, and that’s okay! Bad days teach me what to expect from her in the future and how to handle new situations when they arise. The more bad days there are, the better she is going to be on the good days. Although by law service dogs do not need any type of vest or identification, I choose to have a labeled vest on her when she goes in public.

When you see a service dog, whether they are in a vest or not, be sure not to ask to pet them. Talk to the handler, but never to the dog. If there is a dog in a public space that pets are not allowed in, it is likely a service dog or one in training! Please practice respect and be courteous to the teams. ★

Meagan is a Freshmen majoring in inclusive childhood education.

“Any service dog handler knows that keeping up the image of their team is hard.”

Loving the Most Dangerous Person in the Universe



COURTESY OF BRYCE PRESTON

ZACHARY PARIS

Two characters that I am fond of in the Marvel Universe are Starlord and Gamora. I find them to both be equally as intriguing on their own and together. Starlord (aka Peter Quill) and Gamora both carry enormous amounts of baggage from their past and their families in both the comics and the Marvel Cinematic Universe. To explain my point, I am going to combine parts of these characters from both the comics and films.

Looking at these characters from a shallow perspective, there is no reason they should be together as the Guardians of the Galaxy, let alone have a relationship of any sort. Examining their past brings out why and how they came together. First off with Gamora, her (ad-

opted) father is literally the Mad Titan, Thanos. Who wants to admit to that? Her entire species is extinct. She is the last remaining Zen-Whoberis in all of the galaxy. Thanos even altered her body when she was a teenager. After she was severely assaulted by thugs, Thanos found her half dead. He restored her to health by cybernetically enhancing her to superhuman levels. He even went to lengths such as to remove her tear ducts so that she can no longer cry. To say the least, Gamora comes from a background that is far from pleasant. She blindly obeyed a man who was nothing but cruel and had the biggest part in her species' extinction.

When Peter Quill was very young, he watched his mother die from cancer, which he found out later in life his father purposely gave her. Right after her death, Peter was abducted by Ravagers, and started living a life of scavenging, greed, and dishonesty. Peter was living a fruitless life. By pure chance Peter fell upon the Guardians of the Galaxy, and that is where he meets Gamora.

When Gamora first met Peter, she did not care for him at all. He was too goofy, and he didn't meet her standards. As time went on, Peter did all he could to get Gamora to notice and like him, and over and over she ignored it, or wasn't ready to let somebody in. The more I think about Gamora, the more I

"When you are "attracted" to someone in a real way, there is more to it than a pretty face. When an attraction is true, it's something that you can see in that person."

don't think she was being mean and rude because she truly disliked or hated Peter; she was afraid and using this as a defense mechanism. Gamora was taught not to love or care for anyone. If Gamora gave him an inch, then she would be letting somebody in. On the other hand, if you think that Starlord doesn't use humor to cope with what he has lost, then you are not getting the picture of his whole characterization.

What is clear is that, right off the bat, Peter really liked Gamora. If you look at it again from a shallow perspective you would say he just thought she was quite attractive, but I like to think there is more to it. When you are "attracted" to someone in a real way, there is more to it than a pretty face. When an attraction is true, it's something that you can see in that person. It can be the way they talk, walk, present themselves, or interact with others. I think what it really is, is that Peter is the first person to see Gamora as more than "The Most Dangerous Person in the Universe," the

daughter of Thanos, or a pretty face. Peter saw her as Gamora. I bet if you asked Peter what he liked about Gamora, he would either talk for an hour about her, or say nothing because he couldn't sum it up into words. He just likes her. In part, I think their pasts have a whole lot to do with it as well. Sometimes you can just sense something about someone. When he looks at her, he sees something very special.

In life, you will be privileged to have incredible relationships, but there will only be a few where you have an immediate attraction. Those can be the most daunting of relationships. You have to get enough courage to talk to the person in the first place. If you view yourself as a broken individual, you tend to hide your past or the aspects behind you that you think are not good enough or cool enough, and you bury the stories of events and/or people that broke you. The thought of going up and talking to someone like this is out of the question. I mean who wants to make

a fool out of themselves in front of anyone? If you have been called "goofy" before, there is a greater chance that you are not going to come across as cool or serious to people like Gamora.

What you have to realize is that on the other side this person has been through situations that may or may not be relatable. They have a past and will hide what is not so savory from others, too. One thing to remember is that Peter never stopped being himself. He kept being Peter. I think that if he tried to change for Gamora, she would have rejected him. What is unique about these two is in a short period of time Starlord fell in love with Gamora, not because she was this incredibly attractive woman or because he wanted her for her skills. He fell in love with her because she brought the best out of him, and over time, Peter did the same for Gamora. Neither Peter nor Gamora's past matters because they are not the same person they were when they were in a bad spot or lacked morality. Fate brought these two together and as a result Peter sees something in Gamora that nobody else has. She is unlike anyone else he has ever encountered, and this is why she is the most dangerous person in the universe. ★

Zach is a senior majoring in communications and business administration.

SPEAK OUT!

Letters to the editor should be 250 words or less

SUBMIT TO editor@houghtonstar.com



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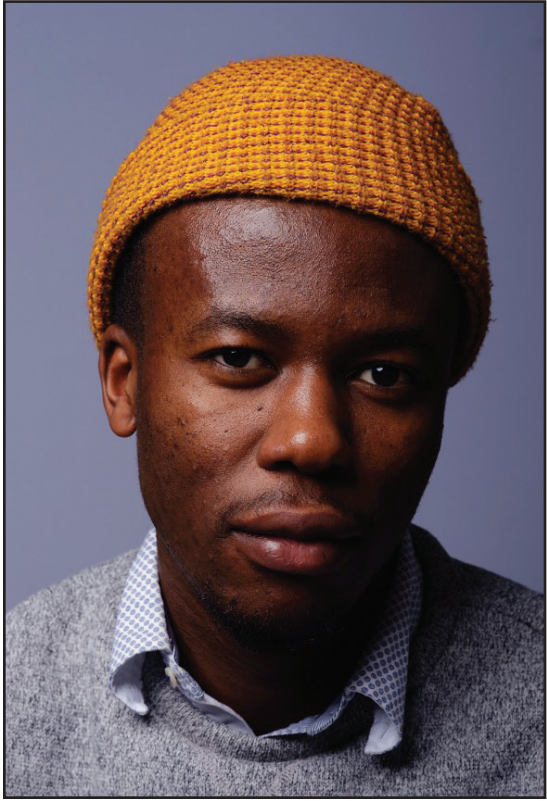
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Artist of the Week

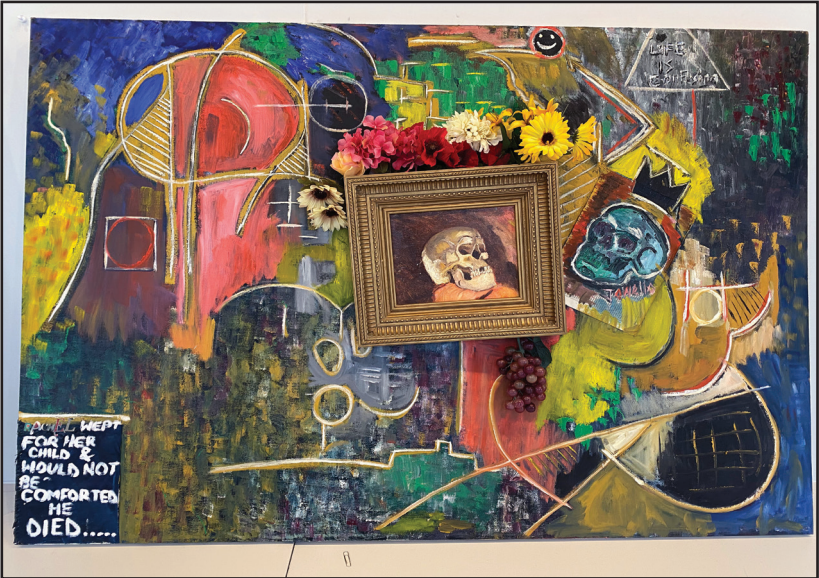
Joel Mulindwa

// Senior Business Administration Major,
Minors in Art & Political Science



Art to me is a delightful and treacherous journey that I fear that I would never reach its destination but also acknowledging that it's a trek I wouldn't want to want to miss.

-Ad Maiorem Dei Gloriam



Want to see someone featured as the Artist of the Week before the end of the school year?

Nominate your favorite junior and senior artists - whether art majors or not - by emailing geri.edwards21@houghton.edu