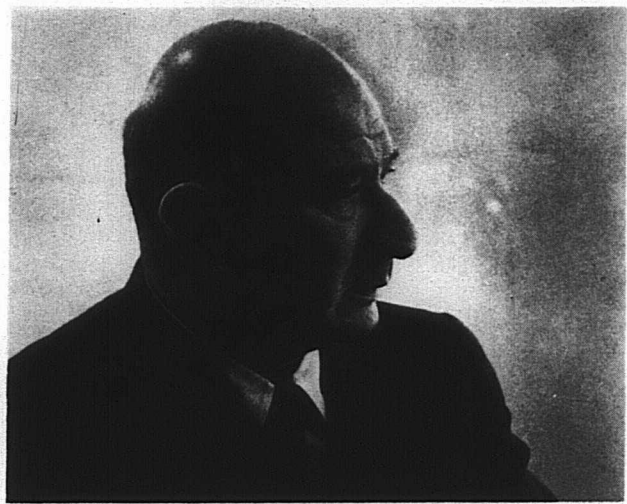


The Houghton Star

VOL. LXIV

Houghton College, Houghton, N.Y. 14744, March 3, 1972

No. 15



Until last year, the Pittsburgh Orchestra was directed by William Steinberg; Donald Johanos is the present director.

Pittsburgh Orchestra Performs March 7 Artist Series Concert

The Pittsburgh Symphony Orchestra will present what will probably be one of the most exciting concerts of the year here at Houghton, Tuesday night, March 7. Although the orchestra comes regularly to the western New York area, this will be its first Houghton visit in over fifteen years. Mrs. Bette Hill reports that tickets are still available through the music office for this concert.

The Pittsburgh Orchestra, until the last year, was led by William Steinberg, currently artistic

director of the Boston Symphony Orchestra. Under his guidance, the Pittsburgh Orchestra has established a reputation as a jumping-off place for young soloists. The orchestra has made many recordings, of which the Beethoven symphonies deserve special attention.

The Pittsburgh Symphony Orchestra is presently under the direction of Donald Johanos, a graduate of the Eastman School of Music. Mr. Johanos went to Dallas to conduct the Dallas Philharmonic, in the position of artistic director. Under his guidance the Dallas Philharmonic became a major symphony orchestra. American composers were given special emphasis by Mr. Johanos with particular consideration given to the works of Charles Ives. The current repertoire of the Pittsburgh Symphony Orchestra is universal in

character, although Mr. Johanos' affinity to American music will certainly have an effect on the orchestra's programs in the near future.

For forty weeks of every year the orchestra goes on tour. A typical year includes well over two hundred concerts, including concerts with the Pittsburgh Opera and concerts at Soldiers and Sailors Memorial Hall in Pittsburgh, Pa. Forty concerts of the year are given to young audiences.

The Pittsburgh Symphony Orchestra was founded in 1899 with the well-known composer Victor Herbert as artistic director. Since its beginning, the orchestra, consisting of close to one hundred members, has traveled throughout the European continent, Great Britain, Scandinavia and Central and South America.

Houghton Gymnastics Club Exhibitions Entertain Students at Area High Schools

by Tom Bowditch

The Gymnastics Club is one of the most inconspicuous yet also one of the most active clubs on campus. Held together because of the interest and enthusiasm of its 20 members, the Club has been in existence at Houghton for approximately four years.

Under their advisor, Coach Burke, the Club meets every Monday evening at the Tab. These meetings consist of a brief business session followed by two hours of actual practice. In addition,

each member practices at least four to five hours per week on his own.

Besides the scheduled practice sessions, the Gymnastics Club travels to nearby high schools almost every week to present an exhibition in the various areas of gymnastics. This year they have been to such schools as Nunda and Friendship, and will travel to Canaseraga and Angelica on March 7 and 14. The Club also anticipates an exhibition here on campus sometime in April.

The more experienced members of the Club include co-captains Gene Lee and Ann Ruder, Pat Gibson, Dan Ross and Dale Davis. A better-than-average crop of Freshmen has added versatility and depth to the Club. As a result, members are optimistic that in the near future Houghton will be able to form a gymnastics team, capable of competing against other schools on an intercollegiate basis.

The number of Gymnastic Club members is not limited. Any student interested in joining the Club should contact Gene Lee or Ann Ruder. According to Gene Lee, interest in the Club seems to exist only among the present members. He states: "Kids say, 'I can't do that sort of stuff', but it is mostly a matter of discipline. We will gladly work with them and show them the basic moves." He adds: "The biggest asset of gymnastics is what it does for the individual. Physically, it strengthens the body, increases coordination and balance, builds up the metabolism and causes one to eat better, sleep better and feel better. But it also teaches discipline in other areas of life, such as studies."



The Gymnastics Club thrives on the enthusiasm and interest of its 20 members, who almost every week present exhibitions at schools in Western New York.

Controversy in Middle East Featured by Current Issues

by Jane Campbell

Plans are being finalized for the spring Current Issues Weekend March 3-4. The theme was announced as "The Crisis in the Middle East" by the six-member committee: Mary Beth Seaman, Kaye Goodwin, chairman Gary Saylor, Dr. Luckey, Mr. Schultz and Dr. Newhouse.

"The emphasis is not, 'Should the situation be this way?'" explained Gary, "but rather, 'What should we do and think about it?'" Speakers are Dr. George Gardner, head of Alfred University's sociology department, and Mr. Merwyn Kroll, an attorney and co-chairman of the Israel Affairs Committee of Rochester's Jewish Federation.

Friday morning's chapel assembly will serve as background. In addition to a dialogue between speakers and students, a general information film will be shown entitled "Rivers of Time." After the lunch hour another film will be viewed, "Beyond the Mirage." Four workshops are planned: "U.S. Foreign Policy in the Middle East," with Mr. Kroll and Dr. Lindley; "The Land of Israel in Biblical History and Prophecy," tentatively with Dr. McMillen, Mr. Woolsey, Mr. Paine and Mr. Schultz; "Socio-

logical Problems of the Displaced Persons of the Middle East," featuring Dr. Gardner and Mr. Glickman, from the Anti-Defamation League in Buffalo; and "Dispensation of Jerusalem," with Dr. Hall and Mr. Mullen. Another main session will center on the theme "Is Peace Possible?" and include another dialogue between speakers and student body.

The only feature of Saturday definitely planned is the Xerox film documentary to be shown in the evening, entitled "Exodus" (not to be confused with the Uris novel of the same name).

The Spring Current Issues Weekend will differ from the fall weekend in that neither speaker represents the evangelical Christian position. Brought out by the committee was the hope that, "We can learn to appraise a situation where neither side is obviously Christian." A complaint in the fall was that the problems forwarded were not resolved. Gary had the following comment, "The intent of the weekend is not to spoonfeed problems and conclusions for us to spew back like tape-recorders. It's up to the students to think about it, and draw their own conclusions."

31 Junior and Senior Education Majors Tutor Slow Readers at Rushford School

Mr. James Worthington, Professor of Advanced Reading Seminar, says it all came together about two weeks ago when Principal Robert Koch of Rushford Central School called him to request help for thirteen slow readers. Now the 31 Junior and Senior elementary education majors taking the seminar are spending one and a half hours a week tutoring problem readers in grades one through six on a one-to-one basis for the next nine weeks.

After an initial meeting of the Houghton student with the teachers in the Rushford library,

at which ideas were shared and plans made, each tutor was assigned a reader and delegated the responsibility of contacting his parents to arrange a time and place to meet. Mr. Worthington is enthusiastic at this opportunity for his students to put the educational theories they learn in class to practical use. "I think we need to get into the schools more for future teachers. . . I'd like to see this become an important part of the course."

The reading problem in New York State, says Mr. Worthington, is significant. A shortage of finances and teachers is the

problem here in Allegany County. The tutoring program, Mr. Worthington feels, not only provides college students teaching experience but is an avenue of service to the community as well. "Really it gives unlimited opportunities to assist the individual kid and his family, not just socially, but they can share the person of Jesus Christ." He sees the whole program as a good outlet for a service-oriented student body.

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Houghton is an Island--Almost

Why are we so socially concerned and so factually ignorant? Or so religiously concerned and so Biblically ignorant?

You're right, we do live on an island — separate and unaffected by the mainland . . . almost. For every once in a while effects from the mainland creep on to the island: like taxes, or the draft, or the Rapture.

Watch America give aid to Israel and see your taxes increase. Watch Russia invade Israel and America's intervention (and an increase in the draft) is not far behind.

March 3 and 4 will be spent in discussing the "real world." That world that we complain about, saying that we never come in contact with it, is coming to us. Now, were you complaining for the sake of complaining or are you really concerned?

Gary Saylor, Chairman — Spring Current Issues Committee

Assembly Line Scholarship

As a senior at an American college — that up and coming leader in the industrial ranks of mills, factories and mass-producers — I am quickly approaching my debut as a "finished product." I have gone through each prescribed and required step of its four-year assembly line, where I have been plugged in, drawn out, motivated, analyzed, computerized and packaged. I have been everything but folded, spindled and mutilated — and I am not so sure about the last one. And what kind of a product am I?

According to some educational critics, the prospects surrounding the debut of today's college student are bleak and his attributes are decidedly few. And it is the process of education and the American college-factory system that are blamed.

It is pointed out that instead of producing bright, vital, thinking men with ideas, the college forces creativity and character into a tight, constricting mold of systematic education — with pat answers, non-reducible formulas and rules with no exceptions.

In an efficient, scheduled authority center this molding process is carried on with great vigor. Questions are quickly slaughtered with brilliant little answers, formulas and outlines. Crowded classes are conducted by uninspired, redundant professors who hold recitals of the text — all within a system of classes and tests — of reading, memorizing, answering. And the process continues to grind on in a sheltered atmosphere of separation from life and reality.

The result is the mass-production of thousands of graduates with degrees based on stylish notions and "in vogue" theories with little real zest left for life or learning. Predictably dull and likewise bored himself with his great collection of information, the product lives in a closed world. His creativity is thwarted, his outlook is narrow, his philosophy is determined, and life goes on quietly around and apart from him.

In my own case, I see myself as a potential assembly line scholar — coming new and shiny off the university production line. But I optimistically cling to the word potential, and I resist the seemingly inevitable mediocrity that these critics describe. I do feel that the process of education in American colleges is much and maybe all that they say it is, but I think that the raw material is not quite as pliable as the universities and the critics believe it is.

The assembly line grinds slowly away, the pressure mounts. The routine emerges and the force is there ready to mold any student who allows himself to be molded. But it is, to an extent, a matter of will, and not all American college students are willing. The evidence is in the number of free universities springing up all across America. It is in the increasing number of college drop-outs flooding the job market. It is in campus uprisings, in books like *The Strawberry Statement*, in movies like "Getting Straight," and in collective and individual student efforts to change the education institution and the nation that fostered it.

The outlook does not have to be bleak for the student who remains within the educational system either. Any opportunity for expression, creation or thought that is capitalized on is a way of escaping the mold. It is a way of becoming a modified product — a product with education and a degree as well as zest and imagination.

I like to think that I will be a modified product and that I will not graduate like every other student who has graduated from my college and all others like it. I like to think that I do not have all the answers, but I am capable and willing to think the problems out and discover the answers as I live. I like to think that the educational wheels will grate and grind as they pass over me and that I will leave holes or break through the mold. And I like to think that, if need be, I will be deposited as a reject when it comes to categorize me as a graduate of an American college.

Diane Frederick

The Houghton Star

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Book Review

De-Schooling Society

Reviewed by Jurgen Herbst

Ivan Illich marshalls three arguments against the one all-embracing world religion of our times, compulsory schooling.

The first: The cult of universal schooling is economically unfeasible. Developing countries can afford it only with massive assistance from abroad. In industrialized countries, the soaring tax burden of public education stands in no justifiable relation to the persistence and even growth of functional illiteracy. See, for a case in point, the half tragic, half comical attempts in some American cities to contract out the public monopoly of schooling to private entrepreneurs.

The second: Compulsory universal schooling is socially divisive. It's not only that the highly schooled get more highly schooled and the little schooled get less so (counting the years of their custodial care within schools), but that neither of them is learning much that is socially useful. While the high school diploma certifies no particular skill or expertise in a given field, their possessors hold a passport to employment. Staying or not staying through school separates and polarizes society.

The third: By fusing instruction with socialization and certification, schooling subordinates learning to teaching. One is taught a certain skill for a certain task, say carpentry or writing, by someone who is purportedly skilled at teaching, not necessarily at carpentry or writing.

At the same time, the teacher's teaching task demands that he indoctrinate the pupil in a socially acceptable way of life, and that he certify the pupil's acquiescence to his years of enforced exposure to schooling. As in large public schools the teachers' teaching performance is to some extent judged by what their students have learned, the teachers find it useful to certify their students since, by doing that, they are certifying themselves. The process of fused instruction, socialization, and certification works flawlessly, although it represents neither education nor learning.

Thus Ivan Illich's charges. Do they stand up under examination?

In the United States the threat of a tax-payers' revolt, the polarization of students who drop out and of those who stay through, the preoccupation of school administrators with school discipline, dress codes, grades and diplomas as important issues and concern all prove Mr. Illich's case. Schooling in technological society is counter-productive. Over-burdened taxpayers and revolting youths join in their disgust with schooling. Free schools and counter-culture are straws in the wind.

Now Mr. Illich concludes from all this that schools and schooling are to be phased out in favor of learning and educational webs. Free access to educational objects, skill exchanges, peer matching, and educational leaders will characterize these webs.

Compulsion, universal sameness, and institutional discrimination shall be evils of the past. Learning, says Mr. Illich, is the result of unhampered participation in a setting voluntarily chosen by the learner and therefore meaningful to him. Because learning is life-long and confined neither to a specific age nor to a particular institution, Mr. Illich prescribes: Deschool society and spin educational webs.

Mr. Illich's conclusion, it seems to me, does not follow from his premises. His fault lies in his generalizing from the school situation of highly developed industrial countries to schools everywhere. His commendable desire to replace schools with learning situations in which a child is allowed to study whatever he wants to study may make some sense given the potentially unlimited resources of our technological world. But in the past and in the developing countries of today the initiation of a child into the way of life of its society has been and is as much a part of the curriculum as learning the three R's. Literacy, national consciousness, and economic growth have always gone hand in hand, and this joined effort found visible expression in the schools. Schools, too, have been used to restrain the greedy and selfish impulses of individuals and to challenge men to devote their energies to the common good. Schools, in other words, have had legitimate purposes other than learning, and in many areas of the world they have them still.

Ward Warren Earns 20 Million While Ripping Off Universities

by Brooks Roddan

BERKELEY (CPS) — Ward Warren is 22. He is the youngest "self-made" millionaire in the country — perhaps in the world. He started Termpaper, Inc. in Boston just one year ago with a staff of four; "just me, two ex-VISTA workers, and a legal secretary." Now there are 100 offices in America and Canada.

In two years Warren expects to "go over the counter" (stock market parlance for issuing stock on the New York Stock Exchange) and in two years after that, in 1976, he anticipates having amassed a fortune of 20 million dollars.

There is money in termpapers. It would be easy, then, to say Ward Warren is in it for the money. But he isn't. At least he says he isn't. And some fairly hard evidence would indeed testify that this young man has other things up his sleeve. Things like completely revolutionizing the American university/college system.

"We're strictly a research service," says Warren, a chubby, every-mother's-son-type who was dressed for this interview in an unfashionable blue sport coat, a tie-less psychedelic shirt, and chunky black 1950 malt shop shoes.

One is inclined to think of Warren's business as a "research

service" in the same terms one regards a garbage collector who calls himself a "sanitation engineer" — with extreme skepticism. But he stresses the point; "Look," he points to a sign on the far wall of Termpaper, Inc.'s sparsely settled, functional San Francisco office, "that's our motto — 'We Don't Condone Plagiarism!'"

"We are a research facility. It's been proven that very few of the students who buy a paper from us immediately turn it in. They invariably re-structure it, re-write it, or use it for reference. If a student comes in here and it's obvious that he is going to use the paper stupidly, or dishonestly, then we won't do business with him. We keep extensive files on every paper we turn out and we are extremely care-

ful about re-cycling them."

Termpaper, Inc. has about 2,000 people writing for it now. Once accused of having a style that, according to one professor, "you could smell a mile away" this diversity of contribution has made it hard for teachers to spot them.

Also, where they once devoted their efforts almost entirely to undergraduate research papers, they are expanding now — in fact, only 60 per cent of their business is built around undergraduate papers. The expansion lies in several interesting fields; graduate papers, doctorate thesis, corporate research and finally, Ward Warren's special project — an advanced, unique education system that, in his words, "will make the university in America defunct by 1976."

Charivari

The Lion in Winter, produced by the Clarence Community Players, Clarence Jr. High School, Griener and Strickler Rd., Mar. 3-4, 10-11, 8:30 p.m.

Delaney, Bonnie & Friends, Kleinhans Music Hall, Buffalo, Mar. 8, 8 p.m., \$4.00-\$5.50.

Euripides, The Bacchae, Black Box Theatre, Geneseo, Mar. 8-11, 7 p.m., \$2.50.

Shakespeare's Measure for Measure, U. of R.'s Strong Auditorium, Mar. 3-4, 7:30 p.m., \$1.50.

Seals and Crofts, Kleinhans Music Hall, Buffalo, Mar. 17, 8 p.m., \$4.50.

Evenings for Music Theatre: Richard Trythall, composer/pianist, Albright-Knox Gallery, Buffalo, Mar. 5, 8:30 p.m.

HOUGHTON VOLUNTEER FIRE DEPT.



The Houghton Volunteer Fire Department is stepping up the \$12,000 Ambulance Fund Drive.

Houghton Fire Department Launches Campaign to Raise Ambulance Funds

The Houghton Volunteer Fire Department is presently involved in a fund drive to purchase an ambulance for the Caneadea-Houghton township. Headed by Assistant Fire Chief, Harold Grant, the drive has been in the process for two years and has raised nearly \$1000 to this point.

The need for such an emergency vehicle is, according to Mr. Grant, great since the community presently depends on Fillmore for situations which require an ambulance. Mr. Grant said that at a meeting with the Fillmore Rescue Squad a year and a half ago, they stated that

since approximately 30 percent of their calls came from the Caneadea township, they would welcome some help in relieving their load.

Not to be ignored at this point is the need of the college for a vehicle of this type. This has increased since the institution of intercollegiate athletics; there is some risk involved, for instance, in transporting an injured soccer player in a regular station wagon, both from the point of view of safety and insurance.

In recognition of this need, plans are underway to step up the fund-raising campaign. Fully equipped, the ambulance (as stated by an ambulance salesman) would cost approximately \$11,000 to \$12,000. Naturally, the longer it takes to obtain, the higher the cost will be. Mr. Grant anticipates the launching of a campaign of correspondence and personal appeals in an at-

tempt to secure 1000 or more people who will donate \$10 each. Students and their parents will be included in the drive; in fact, it has been largely from parents of students that the present funds were obtained. In addition to the money received there was also the offer of a rather expensive heart monitoring mechanism to be donated upon purchase of the ambulance. The offer included someone to train the appropriate persons in operation of the machine. This would be especially helpful in cases where the heart has stopped for some reason, such as drowning, and would replace the closed heart massage method.

The fire department presently includes five persons who are trained and certified by the State of New York as Medical Emergency Technicians. The cooperation of everyone is needed to bring about the transformation of the dream into reality.

Mrs. Gordon Stockin Exhibits Art Collection; Comments on Art in Evangelical Christianity

by Paul Eckhoff

On Tuesday, March 7, Mrs. Gordon Stockin will be exhibiting a collection of her own oil paintings. Mrs. Stockin is on a leave of absence after thirty years as a part-time art teacher at the College. Mrs. Stockin majored in art education at Columbia Teacher's College after attending The National Academy of Design in New York City.

In more recent years, when family demands were less pressing, she has spent summers attending painting courses at Syracuse, RIT and Art Students League. Mrs. Stockin has exhibited her works before in family

showings, but this will be her first "one man show."

Commenting on her personal tastes Mrs. Stockin said, "It does not make so much difference whether a painting is realistic or abstract. The subject matter is not the important thing. A painting is a relationship of colors, forms, lines and spaces working together to convey the expressive quality and sensitivity of the artist. This is the painting that pleases me most."

The hard edge of some contemporary forms with their masking tape lines leaves her cold. In addition to the analytical relations of form and color in her

own painting, she hopes for an expressionistic "splash" of feeling instilling a warmth, enthusiasm and vitality into her works.

Mrs. Stockin is pleased with the enthusiasm and growth of the Art Department this year and has been continuing to work with Mrs. Sentz and Roger Richardson to progressively improve the Department at Houghton. She stated, "We have never thought of our Art Department as competing with an art education in an art school. Our purpose has been just to supply some art 'flavor' in a liberal arts campus that could enrich the lives of students here. Over the years the Lord has given us some very talented young people, many of whom have gone on to do well at other art schools."

Mrs. Stockin mentioned that too often evangelical Christianity has had wrong values in art. Christian art sometimes portrays a paper doll image of Christ. We should give children a better concept of Him through a better quality art. It is the responsibility of both the College and the adult community to encourage an appreciation of art.

Alumni Chapters to View Weese-Trexler Production

by John Tsujimoto

"Change and the Houghton Spirit" is the theme of a trial video-tape presentation produced by the Public Relations Department for alumni-chapter use. Written by Mr. Weese, with photography by Dr. Trexler, the fifteen-minute film is an attempt to use a more informal, inexpensive, contemporary medium to present today's Houghton to interested, concerned alumni.

Many alumni feel that Houghton has, in some way, changed from the Houghton they knew; that there have been radical changes in the attitudes of Houghton students today. Mr. Weese feels that the film shows Houghton as basically the same in spirit, though the physical appearance of the campus itself has changed.

Dr. Luckey narrates the first part of the film which deals with these physical changes. Shown are the new buildings: Brookside, New Science and the now-under construction, campus center. Dr. Stockin and Dr. Gillette, two people, who perhaps reflect and embody much that has been and is Houghton to alumni, give a personal perspective of Houghton and change.

The film has grown, says Mr. Weese, from the original eight minute length to the fifteen minute presentation. Dr. Stockin's narrative was so interesting and delightful, that it was necessary to redesign the film. In addition to faculty comments, remarks by President Paine open and close the presentation and candid student participation is being considered.

Houghton Finishes Fourth In Ithaca Debate Tourney

After a three month lay-off, the debate team swung into action Feb. 25-26, when it travelled to Ithaca, N. Y. to compete in the Third Annual Ithaca College Debate Tournament. Nineteen colleges and universities including Penn State, Temple, Cornell, University of Rochester and Niagara University, converged on this sleepy town in central New York to engage in four rounds of debating plus two rounds of individual speaking events.

The results were quite encouraging for Houghton, as it captured fourth place overall in the tourney.

The team of Gary Bahler and Connie Buchholz finished third among the teams competing, with three victories suffering only one defeat. Gary Bahler was awarded a second place trophy as the best debater in the tournament, from a field of over 50 speakers.

In individual speaking events, David Roman walked off with the first place trophy in extemporaneous speaking, from a field

of 27 participants from fifteen different schools.

Dave Nelson and Rhea Reed, competing at the varsity level for the first time this year, finished with a respectable record of two wins and two losses.

The team of Dave Baldwin and Dave Roman encountered some stiff competition and suffered a series of close decisions going the other way, as they finished with a disappointing 1-3 record.

When questioned about Houghton's performance at Ithaca, Forensic Union President Dave Baldwin said, "finishing fourth from among a field of 19 colleges and universities is quite an accomplishment."

Next weekend, Houghton debaters will travel to State College, Pa. to participate in the Penn State Legislative Assembly, more commonly known as Penn State Debaters Congress. There they will join colleges and universities from all over the east in drafting a bill concerning the 1971-72 collegiate debate topic.

Houghton Professor and Delegates Attend Washington Government Service Seminar

Professor Richard Huibregtse with six Houghton students, Bev Crowell, Mary Eve Petrusky, Jan Kockritz, Mike Aman, Peter Rigby and Dave Benedict, left for Washington, D.C. on February 5th to participate in the Washington Seminar On Government Service. The National Association of Evangelicals sponsors this Seminar to acquaint Christian college students with the government. The major purpose of the seminar is to illustrate by example that Christians can and should work in government.

The Houghton delegates met with sixty-two other students to attend lectures and discussions on government. Mr. Wes Michaelson, executive assistant to Senator Mark Hatfield, spoke on "Post-American Faith" and Mr. Burnett Thompson spoke of "Nationalism and the Christian." The delegates were briefed on domestic and foreign affairs. Other areas of interest were the White House tour, the work of the USIA, Bangla Desh, Labor, HEW, the Treasury Department and a meeting with the members

of the Washington Press. Two pressmen, Mr. David Kucharsky of Christianity Today and Mr. Wes Pippert of UPI were to visit China with the President.

The delegates had opportunity to sit in on the Foreign Relations Committee hearings on China. Some highlights of the seminar were a visit with the Congressman representing Houghton College, James Hastings, and an interview with Senator Mark Hatfield of Oregon. Presently, Representative Hastings is gaining expertise on the drug problem and health legislation. Senator Hatfield presented his views on major issues and shared his philosophy of life as a Christian in politics saying, "My commitment is to the kingdom and person of Christ."

The delegates to the Washington Seminar feel that they have become acquainted, at least in part, with our system of government and have met some vibrant Christians in politics.



2-9 J. V. Record Reveals Need for Strong Offense

The Highlander J. V. basketball squad has a record of 2-9 due mainly to an inability to put together a high-scoring offense. In most of the games only one Highlander has come up with a good scoring effort. The only exception to this would be the Elmira game when each of three J. V.'s had his individual high of the season as follows: Greg Vossler — 31; Bob Calkins — 21; and Dave Causer — 20. Except for that 95 point output against Elmira the J. V.'s have averaged only 65.2 points a game. As far as individual scoring went, it looked as if Vossler would become the big scorer we needed as in the first three games of

Winterim he put together games of 27, 31 and 29 points, but he fell victim to the inconsistency bug and averaged only 10.3 in the remaining games. "Bigfoot" Calkins is our next leading scorer and looked good in several games in the low post position on offense and dominated the backboard on defense. "Quarterback" Dave Causer is probably the most improved player on the squad as well as one of the most consistent. Taber and Tyler looked good in places but also suffered from inconsistency. Boonie Robinson is actually the scoring leader with an 18.3 average but has only played two full games and 2 minutes of a third with the

J. V.'s. He hit for 20, 30 and 5 points (in 2 minutes when he was allowed to play).

The J. V.'s looked their best when they ran "their" game, i.e., a somewhat slow, well-controlled offense which basically sticks to the plays. In this way they could force a team to play our game and use our strengths to best advantage. This was very apparent in the exciting 70-68 win over Harpur.



The Highlander J.V. squad has lacked a high-scoring offense.

Houghton Suffers Defeat In Hard-Fought Contest

Time ran out all too quickly last Wednesday night in Wells-ville as Lockhaven staved off a late Highlander surge to score a 78-74 victory.

In one of the most interesting contests of the season, the underdog Highlanders hung close throughout and held the lead three times in the first half. Out-bounded but never out-hustled, the Highlanders trailed by only six points going into the dressing room at the half.

Ready to blow the game open at any moment as the second half unfolded, Lockhaven bulldozed to leads as great as 13 points at times in the second half but couldn't find the spark

to do it. The game never slipped from the Highlanders' grasp. So, as the clock ticked on and the Houghton press started to put it together, Lockhaven's lead dwindled to a shaky seven points with less than two minutes remaining. Then, two costly Lockhaven turnovers with less than a minute showing tightened the contest even more. But, clutch foul shooting combined with lack of seconds on the clock silenced the shouts of an aroused crowd to accept the 78-74 defeat.

Harold Spooner once again paced the Highlanders scoring 20 points with 19 and 18 points contributed from forwards Palma and Smith.



The Women's Varsity Basketball team is putting together another excellent season with some big wins against well-known and tough opposition. This weekend finds them at Spring Arbor.

Entered as second class matter at the Post Office at Houghton, New York 14744.

The Houghton Star

Menu for the Week

Monday, March 6, 1972
Breakfast: Pancakes, Syrup, Cold Cereal

Lunch: Hot Dogs & Rolls, Potato Salad, Pear Salad, Fresh Fruit
Dinner: Cheeseburgers, French Fried Potatoes, Beets, Catsup, Marble Cake

Tuesday, March 7
Breakfast: Fruit Juice, Hot & Cold Cereal, Raisin Bread
Lunch: Pizza, Gelatin Salad, Brick Ice Cream

Dinner: Fruit Cup, Roast Beef, Mashed Potatoes, Gravy, Green Bean Casserole, Spiced Apple Ring, Apple Delight

Wednesday, March 8
Breakfast: Oranges, Hot & Cold

Cereal, Coffee Cake
Lunch: Soup, Tuna & Egg Salad Sandwiches, Spice Cup Cakes
Dinner: Porketts, Escalloped Potatoes, Corn, Catsup, Peach Shortcake w/c

Thursday, March 9
Breakfast: Egg in the Eye, Sausage, Cold Cereal

Lunch: Meat Roll, Tomato Salad, Chocolate Chip Cookies
Dinner: Cubed Steak, Home Fried Potatoes, Cauliflower, Catsup, Gingerbread w/c

Friday, March 10
Breakfast: Prunes, Hot & Cold Cereal, Danish Rolls

Lunch: Rigatoni, Cabbage Salad, Pears

Dinner: Steak, Baked Potatoes, Sour Cream, Limas, Ice Cream

Saturday, March 11
Breakfast: Grapefruit, Hot & Cold Cereal, Cinnamon Toast
Lunch: Fishburgers & Rolls, French Fries, Banana Salad, Apricots

Dinner: Beef Stroganoff on Rice, Stewed Tomatoes, Pickles, Cream Pie

Sunday, March 12
Breakfast: Oranges, Hot & Cold Cereal, Sweet Rolls

Dinner: Baked Ham, Mashed Potatoes, Gravy, Mixed Vegetables, Spiced Apple Ring, Chocolate Fudge Pudding w/c

CLASSIFIED

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