

THE HOUGHTON STAR ★

APRIL 5, 1991 *to* VOLUME 83.14
L. David Wheeler & Ivan T. Rocha, Editors



EDUCATION EXAMINED
Guest Essays by Houghton Scholars

Contents

EDITORIAL 3

HOUGHTON GOES TO ALBANY 4

CHAPEL PROPOSALS PASS 5

AND IN OTHER NEWS 6

GREATBACH PROFILED 7

SOME STUFF ABOUT SENATE 7

PUBLIC REACTIONS: WOMEN'S ISSUES 8

EDUCATION EXAMINED 10

SPORTS 15

DIOMYAT PART II 16

THAT MAN BEHIND THE CURTAIN 18

MAIL 20

ON THE RECORD 22

CALVIN & HOBBS 23

THE HOUGHTON STAR

C.P.O. Box 378
HOUGHTON COLLEGE
HOUGHTON, N.Y. 14744
(716) 567-9210

Ivan T. Rocha
L. David Wheeler
Editors-in-chief

Timothy Nichols
Advisor

Sean Wirth
Business Manager

Randy Hoffman
Copy Editor

Dru Christian
Sports Editor

Martha Ayres	Lori Mathews
Mike Ballman	David McMillan
Rand Bellavia	Dan Noyes
Kenneth Cole	Nathan Ransil
Jason Covert	David Rhonow
Joy David	Kevin Serikatad
Mark Deeter	Debbie Slattery
Amy Flemming	Jennifer Stinson
Jen Garrison	Matthew Taylor
Matthew Harvey	James Terwilliger
June Johnson	Stephen Virkler
Kim Kerr	Kimberly Voorhees
James Lindsay	David Walker
Kimberley Mann	Yvonne Wood

General Staff

Barry S. MacTarnaghan
Senate Correspondent



THE HOUGHTON STAR is a bi-weekly student publication; its focus is on events, issues and ideas which significantly affect the Houghton College community. Letters (signed) are encouraged and accepted for publication; however, they must not constitute a personal attack, they must be submitted by noon on Monday, and they should be no longer than two double spaced pages. The editors reserve the right to edit all contributions.

Ec

A qu
ta
th
recent
theme:
stitution
aming
stated
sion—a
moneta
College

Th
to Hou
tion is
which N
certainl
4). Eth
faculty
nationa
contro
restrict
of educa
a wave
correct
America
many
ducive
sion, lon
liberal
are pro
institut
fit into

Di
article
present
structio
spawne
lute me
reaction
vided r
pressive
phere o
Deconst
paves th
demic fo
express
cows to

Ho
couldn't
crats gr
is in li
sively le
"politic
ity and

Education Examined

by L. David Wheeler

A quick glance at this issue's table of contents, coupled with the "Big Crunch" articles of recent months, reveals a running theme: that of the educational institution stepping back and reexamining itself in the light of its stated goals, purposes, and mission—and in the light of limited monetary resources. Houghton College is at such a point.

The issues are hardly limited to Houghton. Economic debilitation is a widespread problem, to which New York State colleges can certainly attest (see article on page 4). Ethnic and gender makeup of faculty and studentry is another national issue, often resolved by controversial hiring quotas and restrictions. The very foundations of education itself are challenged by a wave of left-oriented "political correctness" which engulfs the American university, creating in many cases atmospheres inconducive to free thought and expression, long regarded as hallmarks of liberal education. And then there are problems unique to Christian institutions. Where does Houghton fit into all this? Does it?

Dinesh D'Souza's excellent article in the March 1991 *Atlantic** presents the thesis that deconstructionism, a literary-criticism-spawned theory denying any absolute meaning apart from personal reactions and prejudices, has provided rationales for the often-oppressive "politically correct" atmosphere on many university campuses. Deconstructionism, D'Souza argues, paves the way for the denial of academic foundations; free thought and expression become just more sacred cows to debunk and dethrone.

Houghton, which recently couldn't sustain a College Democrats group for more than one year, is in little danger of the oppressively leftist atmosphere created by "political correctness"—and the sanity and charity with which issues

are discussed here prevents the oppressively rightist atmosphere typical of such institutions as Bob Jones. The deconstructionism theories so prevalent at Duke and other universities have yet to impact Houghton in any discernible fashion, as well. If that labels Houghton as educationally retrograde, then so be it—Samuel Johnson was retrograde too, as were T.S. Eliot, William Hazlett, C.S. Lewis, etc. We're in fine company.

The status of women and minorities is another issue colleges nationwide are facing, and many of them are facing it by filling most (in some cases, all) of their vacant positions with people of minority status. Academic merit, in many cases, isn't seen as a qualifying factor in hiring or enrolling. Besides, as D'Souza points out, deconstructionism can paint the traditional qualification/merit system as an oppressive system set up by a domineering white elite. This issue is larger than the educational sphere; it's been debated in most sectors of society since the first affirmative action laws.

Since the resignation of Dr. Larry Ortiz from Houghton in 1990, Puerto Rican Spanish professor José Velazquez has been the only minority in a predominantly WASP and largely (save for certain departments) male faculty. As for women, some see varying levels of *de facto* discrimination and ignorance of women's issues (see "Public Reactions," pages 8-9)—problems ranging in scope from the few available uniquely female historical/literary perspectives to the issuing of dorm keys strictly to males (which, let's face it, just doesn't look right).

What is Houghton to do about women and minorities? It could ignore the issue, but such would hardly be helpful. It could merely go for the numbers and bring in lots and lots of minority faculty and students to meet quotas (though

how it would do that is open to debate); but such a strictly color-oriented attitude would be, as former *Star* editor Thom Satterlee put it, taking a "fast car to an old neighborhood"—recruiting only on the basis of color rather than on a true diversity—and would be racist.** A far better approach would be to actively seek minorities for the unique perspectives they can add to the college—while making sure that the criterion used in making the decisions remains *merit*.

Finally there are always the various identity crises plaguing any serious institution daring to call itself both "Christian" and "liberal arts institution." Which supersedes the other? Should either do so? Are they contradictory? Complementary? How do donor/denominational decrees and dollars influence what is taught—and who teaches? (The Dr. Meade situation wasn't that long ago, and there's no real assurance that it couldn't happen again.) And problems of money: are strict head counts legitimate means to judge the presence and maintenance of an academic program, or are there some fields of study that are integral to a liberal arts college whether or not any students are enrolled? (Sociology, fortunately, has been restored to not-necessarily-eliminated status.) And chapel—what is it and why? And how?

These issues and questions are among the many issues that educators and students must face. Included in this issue are several attempts to address this issue, or accounts of such attempts. Various faculty members, among them Academic Dean Bence, attempt to address the purposes of education on pages 10-14; "Houghton Goes to Albany" on page 4 chronicles the struggle of Houghton students with the state government over budget provisions. Barry MacTarnaghan addresses the issue of chapel, while eleven people express their views on the status of women on campus. Oddly enough, we didn't plan this; it all just worked out this way—all these articles converged on this issue. So enjoy...and consider.

* D'Souza, Dinesh. "Liberal Education." *The Atlantic* March 1991: 51-79.

** Satterlee, Thom. "A Fast Car to an Old Neighborhood." *Houghton Star* 16 December 1988: 11.

Houghton Goes to Albany

by Kim Voorhees

On Monday, March 11, a group of twelve Houghton College students, in conjunction with students from Canisius College, traveled to Albany, New York, to lobby against the newly revealed executive budget.

The budget, a response by Governor Mario Cuomo to the \$6 billion budget deficit in the state, calls for \$4.5 billion in cuts, with a list of more than \$115 million worth of cuts directly and dramatically affecting independent higher education programs. The proposal calls for cuts in TAP, Regents scholarships, Empire State scholarships, and Bundy Aid. TAP (Tuition Assistance Program) awards will be reduced by \$400/year for students receiving less than the maximum reward, and \$100/year for those receiving the maximum. For the 46% of Houghton's student body who receive TAP, this means a total loss of \$169,141. The Regents scholarships have been completely eliminated for 1992, causing 140 Houghton students to lose \$55,250.

On top of this, Empire State scholarships have been eliminated. No new awards will be given for the 1991-92 academic year, and current awards will be reduced by \$100. Finally, there are proposed cuts in Bundy Aid, which does not affect Houghton students at all, but results in a loss of \$2,124,150 for other New York State students. There will also be a \$323,300 reduction of the college work study program.

These cuts go entirely to the independent schools. Also being cut are STEP and CSTEP, Stay in School Partnerships, and Liberty Partnerships. Scholarships of excellence are to be phased out, while Liberty scholarships have been postponed indefinitely.

The students, led by Senate vice-president and president-elect Darren Chick, spent two days talking with 26 different state senators and other legislators about both the long and short term effects of these cuts, in an attempt to persuade them to reject the proposed budget. The students related personal stories to people such as the Higher Education Committee chair and the Ways and Means Committee chair, trying to make them realize the dramatic effects these cuts will have on students at independent colleges. "They see the figures," Chick said, "but it doesn't mean anything to them." The students were saying in effect, "Hey, this is us, this is real."

"As a whole," Chick said, "it was a good trip; whether anything will be done with it or not, that's uncertain." He said that next year he would like to see Houghton take its own group, but that this year the "time as a whole was okay, a good learning experience." Chick was impressed with the Houghton students who went to Albany, saying, "When it came down to the interviews, Houghton people knew their stuff and the other colleges didn't." Sara Tewksbury, one of the twelve,

also thought the trip was "definitely a great learning experience" and echoed Chick's comments, saying, "If the assemblymen started talking about facts and figures, they [other colleges' students] didn't know what they were talking about." She thought it was easier for the Houghton students to understand the assemblymen's terminology, which resulted in a greater respect for Houghton students among the assemblymen.

When talking to the state senators, the students "brought up some serious facts," according to Chick. "More or less, we addressed the issue of how the independent colleges will be affected." They made it a point to let the assemblymen know that they were registered voting personnel from the assemblymen's districts and that their votes would reflect the outcome of these budget proceedings. The students pointed out the many inequities brought about by the budget proposal, as well. For example, there are two times as many students in the independent sector as there are in the public sector.

For independent colleges, of the \$12 thousand/year paid in tuition, New York State taxpayers pay only about \$1200 or 10%. This figure is rather insubstantial compared with what is paid for SUNY and CUNY students, considering independent colleges turn out more degrees. Independent colleges receive only 6% of their funding from the state, while SUNY and CUNY schools get 74%. As Chick said, "It seems rather inequitable." Particularly when you look at the fact that independent colleges pay back \$35 million in payroll taxes. This gives the state a net of \$25 million.

When talking about solutions, students recommended a need-based program. They suggested that by making those who can afford an education pay, the state will save taxpayers money, thus making it more equitable.

What does all this mean for students at Houghton?

Due to the cuts, Houghton will lose about \$0.5 million. This loss, combined with the aid cuts, will result in the average Houghton student having to pay \$19,250 in tuition, according to Chick. ☆

C P S

by Ba

T

he
ma
tic
their w
differ
way to
final ap

Fi

recomm
ices sh
length.
duced
present
commo
slight c
is also
change
service
till 11:4
will be
will elin
the tim
schedu
have be
a fifth
plenty

TH
that of
policy.
a while
finally
mendat

Chapel Proposals Sent Forth

by Barry MacTarnaghan

The Chapel Study Group has made its final recommendations, and those are making their way through the necessary different groups of people on their way to the Board of Trustees for final approval.

First, the Study Group did recommend that the chapel services should be forty minutes in length. This had originally produced some concern because the present schedule was not very accommodating to this idea. So, a slight change in the daily schedule is also being recommended. The change will consist of starting chapel service at 11:00 a.m. which will run till 11:40, and the fourth period class will be from 11:50 to 12:40. This will eliminate only five minutes from the time in which no classes are scheduled. Therefore, students who have both a fourth period class and a fifth period class will still have plenty of time to eat lunch.

The other major concern was that of the seating and attendance policy. The Study Group spent quite a while debating this issue, but it finally came up with some recommendations. Chapel will be required

of all students. Instead of only having ten chapel skips, however, students will now only be required to attend two-thirds of the services. But there will be fewer services throughout the semester (only three per week). Academic Dean Clarence Bence will devise a system for taking attendance—probably either an automated system or a group of paid checkers.

Some debate did occur about the seating and attendance policy. The other option presented in the draft report of the Study Group, that of different attendance policies based on class, was eventually set aside. Members of the Study Group believed that the Board of Trustees would not approve the recommendation, and they did not want to waste time and energy promoting ideas they felt would never be accepted. Thus, the Group decided to recommend the policy described above. Believing that both academics and chapel are important, allowed chapel absences were conformed to allowed class absences to reflect that belief. But this was not to say that the two situations are analogous. Chapel and academics

are very different and should not be compared, especially by the number of allowed absences.

However, the faculty, in its debate over the recommendations, had a few more ideas about the differences between absence policies for classes and for chapel. If the amount must be the same, then why not have fewer allowed absences for both chapel and classes (that is, fewer than one-third)? That way, both are still seen as important, but their importance is stressed all the more by implying that students need to be at most chapels and most classes. Another idea brought up by the faculty was that attendance policy for classes should be determined by each professor for his own class (there would be only one chapel policy that would apply to everyone though). This suggestion was based on the fact that different philosophies about attendance exist. One view is that the students pay whether they attend or not, and if they can do well in the class without having to attend much, then "more power to 'em." A competing philosophy is that the professors put in their effort and time to prepare a lesson, so the students should attend.

These philosophies carry over to chapel attendance as well. Speakers spend a lot of time and energy preparing for a chapel address, and students should attend. If students are allowed to skip one of the three chapel services per week, it is theoretically possible that one-third of the chapel could be empty every service. What message would that convey to speakers? And what would that say about Houghton college in general?

In spite of the discussion, the faculty accepted the final recommendations without dissent. These recommendations have yet to go to Student Senate and the Board of Trustees. ☆

AND IN OTHER NEWS

by ken cole, this time

IRAQ

Rebellion in Iraq has continued. Many different factions of Iraqis are rebelling against Saddam Hussein; there appears to be no real unification to the effort. Meanwhile, Iraqi troops appear to be remaining loyal to Hussein and are severely pressing the rebels. United States forces still in southern Iraq have sheltered some refugees and offered medical aid in severe cases, but otherwise have observed the cease-fire. The only stipulations put forward by the U.S. were that Iraq not use chemical weapons or fixed-wing aircraft. (The U.S. recently shot down two Iraqi fighters that tried to take off.)

Why has the U.S. not helped the rebels directly? Speculation has been that the U.S. doesn't want to get pulled into a full-scale conflict again. Also, the U.S. is hoping for a revolt from the military and government sectors when they see the increasing hardships of the Iraqi people. There is fear that a revolution continuing in its present course would leave a country much like Lebanon, with many different groups vying for power. Such a weakened Iraq would leave the door open for other countries to step in,

and would upset the balance of power in the Middle East.

THE SOVIET UNION

Citizens of the Soviet republic of Georgia Monday voted overwhelmingly for independence, with 99% of the voters favoring secession from the U.S.S.R. This dealt a strong blow to Soviet President Mikhail Gorbachev's campaign to unite the republics. A recent poll also showed that only 14% of Soviets would choose Gorbachev as President again; over 70% indicated that they would rather have Gorbachev's rival, Boris Yeltsin.

Hours after the vote for secession, the Soviet legislature declared a state of emergency and sent troops into southern Georgia to stop fighting against South Ossetians.

ALBANIA

Communists retained power in recent elections, retaining two-thirds of seats in the legislature. Albania is still the last hard-line Communist holdout in Europe, although communist grip is weakening. The Democratic Party did have strong support from the cities, winning the remaining third of the seats in the legislature.

CROSSWORD ANSWERS

S	T	A	G	O	D	E	R	S	A	P
S	A	I	L	L	I	M	A	I	C	E
S	T	R	A	P	S	I	N	C	E	R
P	R	O	M	P	T	O	V	E	N	
S	H	O	E	E	E	I	R	E		
H	E	R	A	L	L	O	D	E	F	R
A	R	T	S	O	N	O	T	R	I	
M	E	L	E	N	T	I	L	R	O	T
S	O	D	I	T	T	O	N	E		
A	V	E	R	S	T	E	R	E	O	
B	E	N	E	F	I	T	A	M	P	L
E	T	S	A	L	E	E	P	E	E	L
T	O	E	T	O	R	N	O	R	A	L

Attention: "Disgusted in South"

This is to acknowledge that the editorial staff of the Star did, indeed, receive your letter regarding attitudes of Christians toward wealth and poverty. While we would like to publish your letter, it is a policy of this publication not to publish anonymous or pseudonymous material. That is to say, we are willing to publish your letter if you are willing to contact us and let us know who you are. You may contact either Dave or Ivan at extension 210 or through intracampus mail.



Pa
Pi
Pr
W

noted
March
sible fo
plantab
been co
portant
years.

In
implan
1950s,
materi
Transi
availab
built h
built 5
were in
asked
batch s
whethe
would
concer
good th
T

So
Ak
SE

by Ba

It
Student
cabinet,
be in ch
things t
before t
thing is

Pacemaker Pioneer Profiled

by Lori Mathews

Wilson Greatbatch, adjunct professor of physical science at Houghton as well as a noted inventor, was on campus March 19. Greatbatch is responsible for the invention of the implantable pacemaker, which has been considered one of the most important inventions of the last 50 years.

Interested in developing the implantable pacemaker in the early 1950s, Greatbatch did not have materials small enough to do so. Transistors had become readily available by 1958, however, and he built his first pacemaker then. He built 50 of them in his barn, and 40 were implanted into animals. When asked about his invention, Greatbatch said he wasn't thinking about whether it would make money or would even be used; rather, he was concerned with whether it was "a good thing in the Lord's sight."

The pacemaker model has been

varied several times since its initial conception in the 1950s, in order to meet the needs of the heart. Metal casing and a lithium battery, also designed by Greatbatch, are among the additions.

Prominent among his many other ideas and inventions, Greatbatch has been involved in research of AIDS and sickle-cell anemia. Rather than a cure for these retroviral diseases, he has been looking for possible treatments to prevent the affected cells from reproducing.

Greatbatch has been concerned that people are uninformed about AIDS and believes there is a need for a better understanding of the virus and preventive measures that should be taken. While at Houghton last month, he shared with interested listeners some of his concerns and ideas. Highly interested in Houghton, Greatbatch invested in Paine Science Building when he received the profits from his pace-

maker. There is currently a plaque on the second floor of that building in honor of Greatbatch and his contributions to Houghton and to the world. There are plans to install a display case containing several pacemakers and batteries.

His induction into the Inventors' Hall of Fame in 1986 placed Greatbatch alongside such important and influential figures as Thomas Edison. Most recently, he received the President's Medal of Technology from President Bush.

Greatbatch is a highly motivated person; whenever he goes to speak in another country, rather than employ an interpreter, he learns the language and speaks himself. Modest and amiable, Greatbatch is the father of five children and sings in his church choir. At the age of 72, Greatbatch is still very active.

When asked about inventiveness, Greatbatch gave the following definition:

"Inventiveness is a characteristic of a person. It's responsiveness to curiosity; it's a stick-to-it-iveness, a stubbornness, and an unwillingness to accept other people's opinions, particularly when other people say something is impossible." (Brown, Kenneth A. *Inventors at Work*. Redman: Tempest, 1988.) ☆

Some Stuff About SENATE

by Barry S. MacTarnaghan

It's that time of year again—time for Student Senate to say, "Good-bye!" to its old cabinet, and "Hello!" to the cabinet who will be in charge next year. There are but a few things that the old cabinet needs to finish up before the new leaders take over. The first thing is to acknowledge certain individuals

for outstanding performance by granting them Student Senate Excellence and Service Awards. So, if you know of anybody who you think deserves to be rewarded for something they've done (relevant to Houghton, of course), then recommend him/her to Student Senate.

The Athletic Department has taken measures to see that their money is put to good use. They have also decided that each sport should be evaluated every five years. This will allow staff to make changes and improvements where necessary. One other thing the department is working on is the creation of a Houghton College Hall of Honor. The hall will be used to immortalize exceptional Houghton athletes. Some great college athletes have passed through here in the past, but most people wouldn't know that, because there has never been a permanent public notice (even a plaque) that pronounces their accomplishments.

Rape is a very serious subject, and because it is so serious most people don't like to talk about it. However, the Women and Minorities Committee thinks it is an important subject and wants to promote a rape awareness program here at Houghton. The idea was brought before Student Senate and full support was given. This issue is not to be taken lightly, and you, especially if you're female, just might want to check this program out once it is developed. For more information contact Dr. Conklin.

Darren Chick, next year's Senate president, wants to create an extended cabinet. The "extended" part of the cabinet would consist of assistants to the present positions. By doing this he hopes to spread out some of the large amounts of work that each position holder will have; the assistants will also act as a president's advisory board.

Seeee yaaaaaaa. Be good.

Public Reactions

*Interviews and
Photographs
by Tammy Hill*

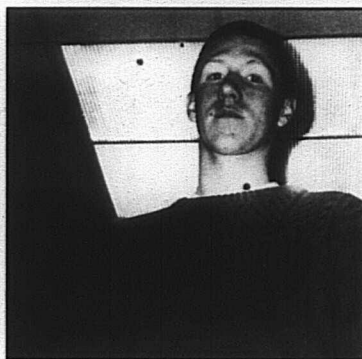
THE QUESTION:

In what ways, if any, do you feel that women's issues are dealt with (or avoided) here at Houghton?



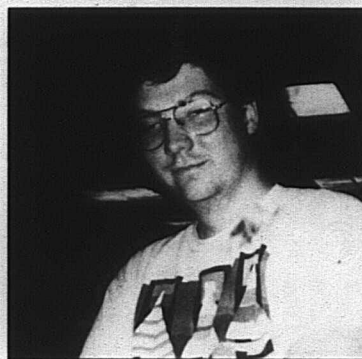
BELINDA FISH
FRESHMAN

I don't really think these issues are paid any attention to. The people (faculty and administrators, as well as students) seem to "skim" over issues which are uncomfortable to them, and this is one of those types of issues. But we (women) are not necessarily treated completely unfairly here at Houghton.



JIM BOHM
JUNIOR

I believe the counseling center and the health center are equipped to deal with issues concerning women. Peers With Ears offers a "shoulder [ear] to lean on." Discrimination does exist here at Houghton, even if it is just to a small degree.



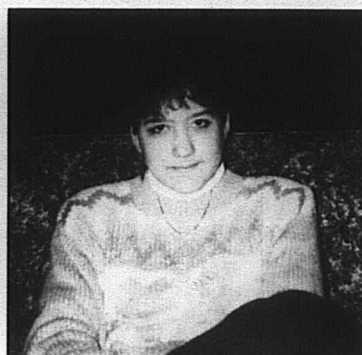
DRU CHRISTIAN
SENIOR

I don't particularly care! I guess I don't really pay that much attention to those issues. I am just one who tries to mind my own business.



SHARON GIVLER
CAREER DEVELOPMENT

We're trying! It's been encouraging to serve on a number of panels with other professional women who have been invited by Houghton faculty to discuss women's issues in the classroom.



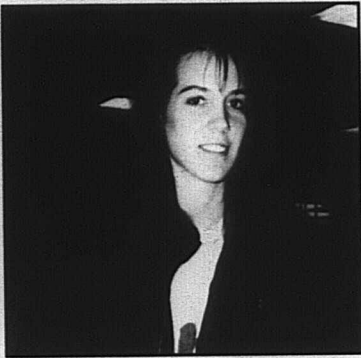
TAMMY HILL
SOPHOMORE

In my personal opinion, women's issues are almost avoided here. In my work on the women and minorities committee, I have heard many "excuses" from the administration as to why Houghton can not initiate any form of women's studies here. Men feel they are being left out in our (women's) fight for equality, but in fact we are just attempting to get the credit which has been denied us for so long.



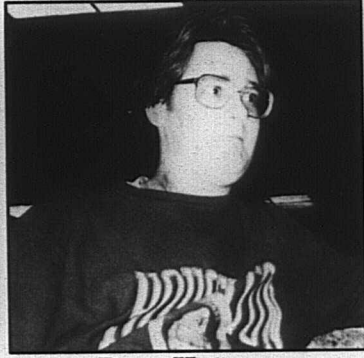
JIM HILLIARD
SOPHOMORE

Women's issues are dealt with by our counseling and health center. The Women and Minorities Committee, here on campus, is in the process of preparing a program on Rape Prevention. The whole idea of women's issues was set back last year, with the resignation of Dee Parker from the Health Center.



AMY SUE HODAK
SOPHOMORE

I don't see much discrimination to really be dealt with, so it is hard to say how to deal with this. It is unfair that the guys are given keys to their dorms, and we're not. But as far as the guys, I think there is some discrimination towards women; but in my opinion that is just the male species!



DAVE HOOPER
FRESHMAN

From my understanding, women are given the same treatment as men here at Houghton. A certain professor is said to be very discriminatory on the basis of what a female student wears when giving class presentations. I feel that female students should be judged on a basis of their ability rather than on a basis of how short their skirts are.



BRENDA PIERCY
SENIOR

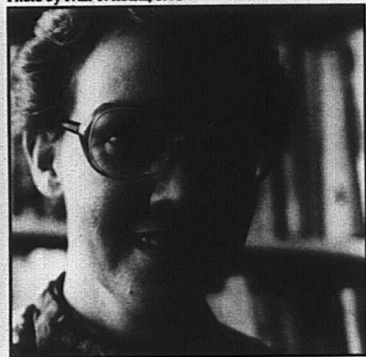
They're not! I do feel that certain people (Mary Conklin and Dee Parker, that I am aware of) have made efforts to get the college to address such issues. But, for some reason—a number of "time and course load" reasons and sometimes "righteous" excuses, women's issues are purposely avoided. Just as history has defined us [females], we're just not that important.



JUDITH RAPLEY
JUNIOR

They're not! If these issues are dealt with in different areas (like committees), they are dealt with in ways which are usually not visible to us all [students]. Faculty, administration, and students are becoming more aware of the issues instead of just avoiding them. This could prove to be beneficial to the overall education of students here at Houghton.

Photo by Ivan T. Rocha, 1991



DR. MARY CONKLIN

I guess I see them not being addressed. Some faculty have been very responsive to the composition of the student body and the interests of students, and have incorporated women's issues in their syllabi. I think a lot more *could* be done. More needs to be done toward informing the Houghton constituency of women's issues—alerting these constituencies to sexist practices. I see strides being taken, but there is much yet that needs to be done toward making this a fully informed community on women's issues.

Education Examined



Guest Essays by Houghton Scholars

The concept of liberal arts has, of late, become an extremely polemic and volatile issue, occupying the focus of the public eye, both in the media and on campuses across the nation. As a result, the Star has asked a number of Houghton educators to comment on what it means to be educated. Among the issues contemplated is the tension perceived by some to exist between the liberal arts ideal and the desirability of pre-professional training leading to well-paid careers. In the following pages Academic Dean Clarence Bence, Art Professor Theodore Murphy, former Education and Recreation Division Chair Richard Wing, and Mathematics Professor Richard Jacobson express their views. ☆

To Initiate, Stimulate, and Direct a Life-Long Quest

by Academic Dean Clarence L. Bence

The question, as posed, makes two distinctions—it suggests a dichotomy between “training” and “education” paralleled with the frequently debated distinction between liberal arts and professional courses. One should always choose education over training; but I wonder if one can so easily assume the pairing suggested here.

I prefer to see pre-professional studies and liberal arts working in tandem rather than pitted against each other. In our career-oriented society, the goal of a college education must be to combine both elements. A student should graduate with both a grasp of the significant issues that shape our global cultures (liberal arts) and the basic understanding and skills that will lead to gainful employment.

Occasionally students are so materialistic that they see the baccalaureate degree as nothing more than a “union card” to qualify them for some well-paying career. “Forget this critical thinking stuff,” they cry. “Give us the practical courses that will get us jobs and quick promotions.” However, few students pass through the four years of Houghton with that narrow a view.

Another small subset of students see liberal learning as an end in itself. They postpone declaring a major to the last possible moment, sample courses in the catalog like a prospective student wandering through Big Al’s scatter system, and scorn the thought of taking any course for its practical benefit in

preparing them for future employment. These few scholars must be either independently wealthy or downright naive about the world of rent, taxes, and loan repayment that awaits them after graduation.

A Christian view of vocation, in its sense of call to both work and service, demands the wedding of professional studies with liberal arts. We do our institution and our students no service to pit them against each other. Choosing one to the denigration of the other results in poor preparation for life!

Houghton assumes that the college experience must move beyond the dissemination of facts to a higher level of education. The just-released report of the Ad Hoc General Education Committee expresses it well:

“The goal is to initiate, stimulate, and direct a life-long quest: to make people who want to learn and to grow... The contribution of General Education at Houghton is to structure the route to that goal not by providing a detailed map—indoctrination—but by establishing signposts and enhancing ability the ability to read and understand them.

“We are serious about the word question. Houghton is a Christian college. We regard Houghton’s general education as a serious introduction to the human quest for meaning.”

The liberal arts express themselves most fully in the general education core. But the search for meaning and the grappling with

issues of faith and learning must extend to practical courses like athletic training and graphic design. That is why the faculty is now taking a hard look at our general education courses. It could be that we are doing little more than “academic training” in the way we teach courses traditionally identified with liberal arts. I am convinced that liberal arts has far more to do with the way one studies a particular subject than with the title assigned to a particular course or academic discipline. To the degree that a course opens the students’ eyes to new ideas and connections, it belongs in the tradition of the liberal arts and thus properly prepares them for life.

One might long for a Utopia where all learning was an end in itself. But reality—and a Christian world view—demand that education be oriented to serving others and furthering the Kingdom of God. Professional studies designed only to increase one’s accumulation of wealth and standard of living are rightly condemned as being antithetical to both liberal arts and Christian thought. On the other hand, professional studies that develop well-qualified and skilled artisans in their respective fields provide the raw material for effecting significant change on our society. If a course in Business Law taught in the context of Christian liberal arts makes a graduate a more conscientious and just merchant then I think it has earned its right to be included in the Houghton curriculum. But here again we must constantly ask ourselves how this course is taught differently at a school that includes Christian liberal arts in its philosophy of education. If a course is taught the same way with identical content at Houghton and a secular professional school, we have failed in our stated mission.

To those who argue endlessly about the relative merits of liberal arts versus professional studies, I am tempted to say “A plague on both your houses.” Christian liberal arts builds on both components in order to prepare scholar-servants for a world that has forgotten how these educational foci enhance each other.

Some Curmudgeonly Notes on Education for Life

by Dr. Richard Wing

You pose to me the question, "Which education is better, liberal arts or pre-professional?" I can only answer, "Yes."

"Well," you respond, "you obviously don't understand what we mean—it is important for you to choose one side of the other, so that it can be clear which of our two hostile camps is to laud your sage wisdom and which is to be hatefully appalled by your massive ignorance."

And I reply, "Rest assured—both tribes may fester secure in their approbation, for I don't buy the divine imperative claimed by either myopic mass."

Historical note:

Those who cite the third Tablet from the Mount as decreeing that a liberal education maketh a man (and since Oberlin in the 1830s, a woman) often point to the liberal arts of the middle ages for inspiration and to the Harvard program of the seventeenth century for application. But the liberal-arts quadrivium (or the more advanced four of the seven) included arithmetic, geometry, astronomy, and music, while the trivium (or lower arts) included only grammar, rhetoric, and logic. The vast majority of today's "liberal arts" either didn't then exist (such as the social and physical sciences) or weren't then recognized (e.g., religion and history), and some of the old set have been de-listed (music). And Har-

vard's program, which was built heavily on recitations and involved very little resembling critical thinking, existed to produce preachers, lawyers, and politicians—and physicians, provided the latter could arrange a work-study program with a local sawbones.

Philosophical note:

The purpose of any education is to prepare the individual for a lifetime of service in which his or her talents are used in the highest and best manner. To be thus educated is to be liberally educated. Conversely, to possess even the finest "liberal arts" education and to pluck from it cynicism, arrogance, and supercilious declamations of belittlement is to be illiberally educated.

Painful notes:

Pre-professional programs tend to come under the aegis of some state or national sanctioning body. Most of these holy-water tanks demand a minimum of half of the college hours to be devoted to professional courses—the bulk of the content of which will be outdated in ten years. Some of these certifiers are bloated and glacial state agencies, vast rabbit-warrens of sinecures hiding behind the rubric of "consumer protection."

Liberal arts programs—especially in grad schools—tend to be devoted to credentialing in the most narrow sense, using the credentials

to build little academic enclaves of initiates who amuse themselves by cherishing their sole proprietorship of truth. Biologists prize their mastery of vast bodies of facts, ridiculing philosophers who merely argue and contend. Literaturists snuggle into the dusty wealth of their books, scorning writing-deprived mathematicians.

Collegiality, like Narnia, is a fiction.

Noted aphorisms:

There are some ideas so preposterous that only an intellectual could believe them. —George Orwell.

The advantage of a classical education is that it teaches you to despise the wealth which it prevents you from acquiring. —Russell Green.

The object of education is to prepare the young to educate themselves throughout their lives. —Robert M. Hutchins.

Education is what survives when what has been learnt has been forgotten. —B.F. Skinner.

Christianity is central to all that we do, yet God has made Christianity an elective. —Unknown.

Summary notes:

Pre-professional studies without the illumination of a good liberating education are at best two-dimensional, flat, and empty.

Liberal arts programs sans any hands-dirty application are lifeless (and doubly so sans adequate financial support by those who are taxed or who give liberally from their "professional" earnings).

A good education for life might be a package which includes 60 hours of the transmission of culture, 30 hours of professional preparation (be it for philosophy or physics), 10 hours of Bible, and 25 hours of pursuing whatever fascinates.

Noted from Hezekiah:

"Which then is man; which woman? Was either meant to stand alone? Verily, the two shall unite and become one flesh, that there may be future generations and futures generated. Like unto this is the dicotyledonous grove of academe. Let those who note take note." ☆

The Wizard and Donna Reed Go To Harvard

by Professor Theodore Murphy

Says the Wizard to the Scarecrow, "Back where I come from there are seats of great learning—universities—where men sit around and do nothing all day but think deep thoughts—and with no more brains than you have, but they do have one thing you do not have—a diploma."

For many in this country, this scene in *The Wizard of Oz* is a true picture of education. Learning, if it has any value, must be practical and not elite.

Americans traditionally have a contempt for higher learning, believing in the school of hard knocks as opposed to the college or university. One of the clearest manifestations of this contempt is seen in the Christmas classic *It's a Wonderful Life*.

The story depicts George Bailey, a man who lives a life of quiet desperation. At a point of despair, George seeks to destroy himself, prompting his guardian angel Clarence to show him what life for his family and friends would be like if he had never been born. George, slow to get the point, desperately seeks out someone to recognize him. Each failed attempt to be known by those he loves raises the pitch of the story until George demands that Clarence show him his wife Mary. Clarence, fearful of how George will react, tries to put him off; but he is eventually forced to tell George the awful truth of his wife's fate: "You're not going to like it, George. She never married; she's an old maid—she's just about to close up the library!"

The lurid Felliniesque world (with its alcoholic child killers, pros-

titutes, insane and dead relatives, estranged and ruined marriages) has a librarian to round off the tragedy of George Bailey's nonexistence. The film mocks George's ambition to go to college and see the world. Perhaps unknowingly, the film reaffirms the oft-held belief that no one can learn from books or college anything as valuable as what can be learned in life. The constant contrast of the salt of the earth succeeding in life's trials while the bespectacled intellectual struggles and flounders, lacking the essential skills to cope with these same difficulties, is cliché to the point of *nausea* (e.g. recent film *Glory*). Becoming educated is shown to be directly proportional to losing one's common sense.

Our society likes and trusts what it knows. The lessons of literature, art, philosophy, history, and science are, unfortunately, not widely known. Hence, there is widespread skepticism for what an education in the liberal arts—complete with the love of books—really means. To the vast majority it is merely a diploma and little more that makes an educated person unique.

The current debate at Houghton over the merits of a general liberal arts education vs. a pre-professional career-oriented education seems rooted in these basic American values and ideas (used loosely) about learning. Unlike professional schools, the issue here is one of proportion. How much and what constitutes a liberal education? Professors who advise students to "get core courses out of the way" are guilty of perpetuating a

belief in the superfluous nature of liberal arts. It smacks of the same "straw-headness-and-horror-of-Mary-the-librarian" values in popular society.

But why should a student, staring benumbed like a deer at the high-beamed-onrushing-world-of-work, believe in the value of liberal arts? What prove do we have to offer the students that the lack of respect for learning in popular culture is wrong—and that a faith in the value of liberal arts, balanced with a proportional major, is right? The answer is in the process of experiencing the education.

Let me conclude by citing a memorandum from Robert B. Reich to his undergraduate students (*Harper's*, April 1989). Reich, professor of political economy at Harvard University, outlines for his students what he believes will be the future of work. After surveying the fields he believes will be available for work, Reich asks, "What's the best preparation for one of these careers?" His answer is an affirmation of higher learning in the liberal arts: one must possess the "ability to define problems, quickly assimilate relevant data, conceptualize and reorganize the information, make deductive and inductive leaps with it, ask hard questions about it, discuss findings with colleagues, work collaboratively to find solutions, and then convince others. And these sorts of skills can't be learned in career-training courses. To the extent they can be found at all, they're more likely to be found in subjects such as history, literature, philosophy and anthropology—subjects in which students can witness how others have grappled for centuries with the challenge of living good and productive lives."

This kind of faith in the liberal arts will never be widely understood. The conflict at Houghton seems to be between *hire* learning vs. *higher* learning. It takes faith not to accept the notion that school is only about diplomas. The college liberal arts education should undermine the myth of the useless intellectual cut off from or ill equipped for life, by sending out into society people who defy by their lives and ideas this misconception. "With the thoughts you'd be thinkin'/you could be another Lincoln/if..."

A Response to a Question of Preparation

by Professor Richard A. Jacobson

The question to be considered involves "providing maximum preparation for students beyond the academic halls." My first response is "maximum preparation for what?" I will assume the answer is maximum preparation to ensure that one will be a success. I then must question "a success in whose eyes?" From my viewpoint there is only one answer to this question worth considering. I would hope that it is your primary interest to be a success in the eyes of the LORD. Thus, the discussion I would entertain is what gives maximum preparation in one's quest to become an effective servant in His Kingdom.

To begin, let me discuss and contrast secular goals with Kingdom goals. Our world about us entices us to accumulate wealth, seek security, gain prestige, all in the pursuit of happiness. We are immersed in a materialistic society that encourages our capable youth to acquire possessions, power, security. We are told that this leads to a fulfilled life. Nevertheless, we hear the successful elderly saying if they could only do it over they would have spent more time with family and friends, but now it's too late. Young adults hear this admonition but it does not seem to have much effect on most of them. They continue to seek for success in those pursuits valued by secular society. The Kingdom person on the other hand is relationship-oriented. The quality of one's relationship with our LORD, our fellow men, and oneself are the things of value to a Kingdom person. It is interesting that in seeking these relational goals we find happiness and self-worth as by-products of Kingdom living.

Now let me return to the question. The education that best enhances my

ability to become a Kingdom person is found in the study of the liberal arts. It is in these studies that we discuss relationships. Literature gives us insight into many individuals' concept of life, many examples of relationships, good and bad. History allows us to see the results of man's past relationships. Sociology deals with questions of why man is a social being. Psychology gives us insight into our individual complexities and how they affect relationships. Philosophy and the sciences teach us to think analytically. It does not benefit one to have data if one is unable to analyze it properly. Also, one's wisdom is not particularly useful if one is unable to effectively communicate with others. Thus, the courses in speech and writing are imperative. To understand oneself and one's own cultural heritage, it is helpful to know other cultures, their values, their ways of communication, their means of relating to one another. We get a taste of this in our courses in foreign language. Finally, as a member of any community, we probably function better when we are in good health. As Kingdom people we should not neglect the proper care of our bodies and need to be aware of proper nutrition and means of physical exercise.

The mix of courses offered at Houghton gives the opportunity to learn about relationships and about quality of life. However, course offerings do not alone guarantee adequate preparation for a successful future. A course that emphasizes only memorization of data is inadequate in coping with today's fast changing world. The content of the course must include how we use this data. For example, too many of us can recall our high school history courses that emphasized places and dates above

causes of the great events in western civilization. In order to avoid repeated mistakes, we must know the "why" behind past events. Similarly, many high school courses in mathematics emphasize memorization of processes and neglect the understanding of "why." A student from this background usually self-destructs in calculus, where memorization alone does not suffice. It is imperative that one is capable of analytical thinking. In a proper liberal arts education it is imperative that a great emphasis be placed on *why* the data discussed is important and *how* it is to be used.

Another important aspect in adequate preparation for today's world is the ability to obtain additional data. Research projects in courses play an essential part in learning how to acquire additional data. Many courses allow you to develop these skills with repeated exercises in library research. Other courses allow you to practice those skills in acquiring raw data through valid experimentation. At this point, the data you collect is probably often insignificant, but the methodology you learn is essential in your future success. I believe that his is one of the strong points of a Houghton education.

An additional ingredient in successful Kingdom living is the ability to communicate with others. We give you many opportunities to improve your written communication skills at Houghton. Unfortunately, probably often because of class size, you do not get many opportunities to develop your oral communication skills. I have discovered that many students face their speech requirement with fear and stoic resolution. Since it is one of the few opportunities most of you have to develop your oral communication skills, it is a shame that you don't recognize the value of this opportunity and meet it with enthusiasm.

Finally, the most important component of your education is your "lab" experience in relationships. You must take time to develop relationships in the midst of a busy schedule. Those late-night discussions with a close friend are most valuable experiences. You need to develop your ability to listen to others, to listen with sincerity, to listen with compassion.

I do hope that all my students will pursue Kingdom values in their quest for a successful life. For those of you who choose to pursue material wealth, prestige and power, I think you will discover that the education described above will also be the best preparation for your endeavors also. Those who gain secular success often succeed because they have good insight into human nature. ☆



FREE LITER OF SODA

With purchase of
ANY LARGE PIZZA
at BIG AL's

Offer expires April 19, 1991

SUMMER JOBS

\$9.10/hr. or commission. Advertising sales. No experience necessary. Training provided. Work close to school. Car recommended. Call Steve Gorman at (800) 344-6766 for details & application. METRO MARKETING GROUP

ADOPTION

Happily married Christian couple are longing to share a loving and happy home with a white newborn. Please call collect so we could talk (716) 877-3713.

If it's all Greek to you...

Come study the ancient languages with those who will help you apply them to today's contemporary issues.

Our graduates go on to serve in pastoral ministry, counseling, youth ministry, family ministry, urban ministry and a great variety of other Christian vocations, as well as teaching in colleges and seminaries.

We offer eleven MA programs (including Counseling, Youth Ministry, and Christian Education), the Master of Divinity, and the Master of Theology, and we offer competitive financial aid packages.

Call us today to learn more about these programs. You may even want to begin with our Independent Study Program offered by correspondence.

Gordon-Conwell Theological Seminary

130 Essex Street, South Hamilton, Massachusetts 01982

Call 1-800-428-7329

δι' ὅρας. γόν π.
γόν δ' ἔρχον τοῦ κ.
ἔρω. καὶ τὸν ἐν θυμῷ ἐ.
πρὸς ἑαυτὸν. τοῦτο
θανάτω ἡμελλεν ἀπ.
αὐτῷ δ' ἕλκος. ἡμεῖς
δ' χριστοῦ μένει εἰς
οὗ δει δει θυμῷ
ἵσταν οὗτος δ' υἱὸς
θεοῦ. περιπατεῖ
ὅρας καταλαβ.
οὐκ οἶδεν ποτ.
εἰς τὸ φῶς.
Ταῦτα ἐ.
αὐτῶν. ἡ
προσθεῖν
ἡσυχίας
εἰς ἐν.
ἵσταν
ἔπει.
ἔπει.
κ.

Houghton Track Team Competes at Greyhound Invitational at Moravian College

by David McMillan

The Houghton College track team, along with squads from fourteen other schools, competed in the Greyhound Invitational at Moravian College in Pennsylvania on Saturday, March 23. Due to the timing of spring break (which began the day before the meet), Coach Kenneth Heck made attendance optional, and only seven team members (two women, five men) made the trip.

Competing in terrible weather (a rainy, snowy 35°F), the men failed to score while the women managed ten points. The top individual performer was junior Marion Austin, who placed third in the 5000 meters and fourth in the 3000 meters. According to Heck, senior Rollie Duttweiler ran well in the 400 meter hurdles and senior Jon Cole soared about forty feet in the triple jump—the first time he has ever competed in the event.

The team's next meet will be at Mansfield University on Saturday, April 6. ☆

this period (the "Gee isn't it great the way Mom and Dad are so rich and generous and get me all sorts of educational junk" phase) include: the plastic alphabet and picture squares with the interlocking teeth that were great for building roadway sets for toy cars; the ubiquitous Big Wheels with the little fringes coming out of the handlebars; Lincoln Logs that you used to build cabins if you were a geek and wooden monsters that snapped up dolls and mangled them if you were really cool; the flat "Ten Commandments tablet" post pinball games ("I got it in the Goofy slot! Five thousand points!" "You shook it! It landed in Mickey first!" "Did not!"); Silly Putty that would be garkled into the carpet after being blackened by a ton of newsprint lifted off of comic strip panels in your local newspaper; the rainbow colors of Play-Doh, whether straight from the cans or through the Play-Doh Barbershop, which inevitably ended up as a solid brown lump that would petrify on a shelf somewhere; stick-on, peel-off Colorforms, which could be mixed and matched so that Holly Hobbie appeared to be smothering Spider-Man with Disco Snoopy's sunglasses; and the thing with the long handle and the clear plastic barrel with loud balls inside that you were apparently supposed to push around the room making a racket to get you all practiced up to mow the lawn or vacuum carpets in about ten years. (How this sort of practice, for chores that we as adolescents wouldn't do anyway, could possibly justify enduring hour after hour of noisy toys is beyond me. Parents would invariably take them away after the first week in any case.)

Now then, the next period (the "Strategic Birthday Present Planning Plus Begging Shamelessly in the Toy Department" phase). This period is easily the best- and most-fondly-remembered, mainly because it offered opportunities for tactical thinking, competition (with siblings and classmates), and, most importantly, bragging rights. First up on my list would be vehicle sets. I'm not just talking Hot Wheels here, I'm talking Mattel cars and the endless roadsets ("City", "Town", "Airport", "Countryside", "Unsuspecting Rural Paradise"...), I'm talk-

ing the car-sized motorcycles, the car-sized jets, the car-sized hovercrafts, the car-sized lunar landers, I'm talking the carrying cases and garages and car washes, and NOBODY EVER COLLECTED THEM ALL. Do you realize how important this was? If ever any spoiled kid had collected all those cars and accessories that took up a whole aisle in the store I know we would have risen in collective indignation and lynched him with the Hot Wheels Flaming Loop of Fiery Leaping Death. And how about the Demolition Derby cars that you could crash into each other and have their component parts fly off and either reassemble them with the greatest of ease or step on the detached parts accidentally and grind them into powder? Fun fun fun. Speaking of crashing and bashing, there were the Rock 'Em Sock 'Em Robots, with which you and your best friend, or worst enemy, could vicariously box the stuffing out of each other. Choose Rocket Red or Bullet Blue—hit the other android's chin and his head would pop up like a piece of toast. Of course, after taking one too many punches, a robot would get Rock 'Em Sock 'Em Parkinson's disease (main symptom: inability to keep noggin planted on shoulders). And for vicarious conflict there was nothing like the Mego superhero dolls—though we boys made sure to always call them superhero "guys"—whose capes frayed, boots split, costumes wore through, feet fell off, and joints got loose enough to see the little plastic bumps inside before you tired of involving them in violent complex plots of Villains Attempting to Take Control of the Entire Basement ("Ha ha ha! Today the couch, tomorrow the world! Nothing can stop me now, not even YOU, Wonder Woman—go away, Wendy!—and...wait, Batman, what are you doing with that Band-Aid can full of marbles?!...").

I suppose companies eventually got the message that they ought to at least TRY to create indestructible toys. Especially after fifty thousand Stretch Armstrongs got tied to car bumpers and, in scientific terms, "passed their elastic deformation limit" and spattered ochre jelly all over the driveway. And after about fifty million Lite

Brite and Battleship pegs (could you tell them apart? I couldn't) got busted in half and rolled under the dishwasher. And after about fifty billion Slinkys got warped like old telephone receiver cords after being used in bizarre experiments with wave motion and heavy objects. The first freak success in this invincibility endeavor was probably none other than toy Evel Knievel and his motorcycle. You could drop that guy out the bomb bay of a B-52 and he'd hit the ground running; probably make it all the way to Baghdad before a Revolutionary Guardsman managed to break off the little footpegs on his bike, too. Several years later the Shogun Warriors came along. They had missiles that clipped onto their arms and shot out of their hands; they had detachable spaceships for brains; they rolled; and they were THREE FEET TALL. Besides, they had Japanese names that nobody bothered to remember, and if your siblings bugged you you could target-practice with the hand-missiles, or maybe just use the Warriors as clubs to clobber the daylights out of them. Like Whiffleballs and the plastic Whiffleball bats with the "flat spots," the Warriors were 1) in fact unbreakable, 2) in theory safe, and 3) in practice lethal. By contrast, the Nerf balls introduced at the same time were indeed safe but could easily be reduced to piles of spongy bits. This is not even to think of the jai-alai-esque game of Trackball, which, if it had been popular, would surely have beat out Combat Dodgeball for making sure young people didn't enter adulthood with a complete set of limbs. And untold zillions of yet-to-be-born yard frolickers will thank us someday for outlawing Jarts.

If my spotlight this time has seemed to contain an inordinate amount of violence and mayhem, that's just how boys play. Whenever my sister tried to get me to play house, I would feign toxoplasmosis, so I'm not altogether sure about the full ramifications of what that ritual entails, with the possible exception of making "soup" out of water, play perfume, strips of paper, and animal miniatures. But for next time we'll hit a little more of the feminine side, and then we'll visit the land of STAR WARS. ☆

that man behind the curtain

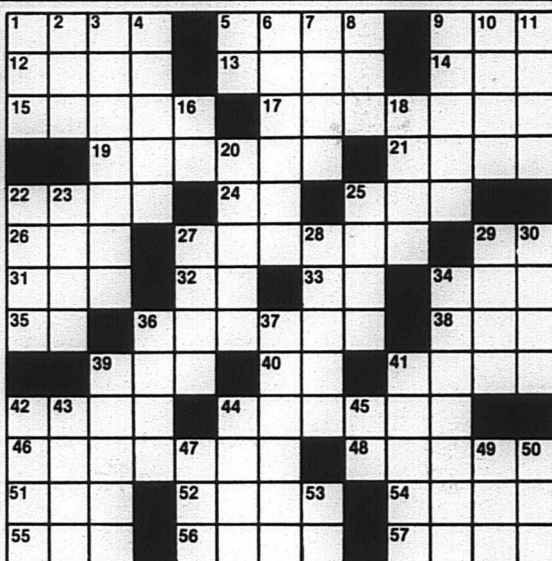
Over break I got into an interesting argument. It took place at Wheaton College. While there I met two women and we got into a conversation. After exhausting our cache of people, things, and ideas that we had in common, we started talking about something Wheaton and Houghton students always feel safe talking about together: God.

Yes, shock of shocks, the argument was theological in nature. This particular theological tete-a-tete dealt with the nature of humanity's relationship with God. The initial argument started when the women from Wheaton challenged my claims about my relationship with God, claiming that a Hindu or Buddhist or even a Mormon could say the same thing. I agreed, then added that these Hindus, Buddhists, and even the Mormons weren't my responsibility. They disagreed, and stated that they were indeed my responsibility. (Sounds like fun, doesn't it?) At any rate, I had to leave before we could finish the argument, and would like to finish making some of my points right here and now. This, of course, serves a twofold purpose. One, just in case either of these women are reading, they can have a copy of my thoughts on the subject, and two, I get another column in on time.

First of all, I stand behind my initial claim that non-Christians are not my responsibility. Allow me to make a distinction. I believe that I have a great obligation to the world. This obligation is to tell those that I come into contact with exactly what my relationship with God is as I understand it. Thus, as a Christian, I have a clear obligation to others. I do not, however, have a clear responsibility for others. None of us can know exactly what happens when we "witness" to someone. All I am sure of is that I'm not doing much. As I understand it, God uses me to ask the right questions, not provide pat answers. We all go on our own spiritual journeys, even those that we witness to. When I am sharing my relationship with Jesus with others, I am in no way claiming responsibility for anything about that person, including their decision. I am not overly concerned with decision, either.

I say this because I believe that Christianity to be somewhat subjective. We've all heard the popular evangelical catch-phrase "personal relationship with Jesus." Most of us probably use it at least three times a week. Color me reactionary, but I would assume that a "personal relationship" would have to be subjective relationship. Certainly, Christianity isn't wholly subjective, but if the Christian relationship (that of a human being and Jesus) is subjective, then I (as a human) can never understand God's objectivity. I know that this is dangerous. I know that this opens doors to universalism and unitarianism and lots of other bad words that begin with "u". I know that if taken to an extreme, any Hindu, Buddhist or even any Mormon could claim to have a "personal relationship with Jesus." But as I said before, I am not responsible for these people. My obligation is to them, and that obligation is to explain my relationship with Jesus as I've experienced it—you guessed it—subjectively.

Peace, Love and Understanding,
Rand



ACROSS

1. Male deer
5. Czechoslovakian river
9. Liquid from tree
12. Type of boat
13. Type of bean
14. Frozen water
15. Leather belt
17. Assuring
19. Quick
21. Heating vessel
22. Foot apparel
24. Particular type of (suf.)
25. Anger
26. She
27. Refer
29. Father (abbr.)
31. Talent
32. Leave
33. Never
34. Three (pref.)
35. N.E. state (abbr.)
36. Pod plant
38. Decompose
39. Dirt
40. Indefinite pronoun
41. Book
42. Affirm
44. Sound system
46. Helpful to others
48. Enough
51. Belongs to the Extra-terrestrial (abbr.)
52. Leeward side
54. Rind

55. Digit
56. Ripped
57. Spoken

DOWN

1. Compulsory military selection (abbr.)
2. Make lace
3. Where aircraft land
4. Stare fixedly
5. Indicates alcohol (chem. suf.)
6. Drive away
7. Release
8. Jogged
9. Meshwork
10. 4,840 sq. yds.
11. Hammerhead
16. River in Italy
18. Center
20. Vine fruit
22. Fake
23. This place
25. Person admired
27. Old
28. Make one
29. Preposition
30. Ceremony
34. State policeman
36. Tradition
37. Nervous giggle
39. Perception
41. Music speed
42. Encourage
43. Reject a bill
44. Farmer's storage place
45. Egyptian sun god
47. Obese
49. Meadow
50. Building wing
53. To put into (pref.)

ANNOUNCEMENT

The Admissions Office is hiring new student workers for the '91-92 school year. Positions are opening for drivers, tour guides, phoners, writers, office workers, and visit interns! If you are interested in applying for one or more of these positions, come to the Admissions office and pick up an application. Those of you who are presently employed by Admissions **MUST APPLY FOR WORK LIKE EVERYONE ELSE!** Be sure to pick up the appropriate application in the Admissions Office foyer. If you have any questions, call Peter Roman at ext. 355. (Applications will be available from April 2 through April 16.)

Oops, we goofed!

Last issue's article entitled "And Now for a Different Place to Live" inadvertently failed to include the Hazlett-Leonard Houghton Fellowship among intentional purpose communities of Houghton College. The *Star* regrets the error.

RESERVE OFFICERS' TRAINING CORPS



START YOUR CLIMB TO CAREER SUCCESS THIS SUMMER.

Apply now for six weeks of Army ROTC leadership training. With pay, without obligation.

You'll develop the discipline, confidence, and decisiveness it takes to succeed in any career. And you'll qualify to earn Army officer credentials while you're completing your college studies.



ARMY ROTC TWO-YEAR PROGRAM

THE SMARTEST COLLEGE
COURSE YOU CAN TAKE.

FIND OUT MORE. CONTACT: RICHARD ALDERMAN, EXT. 205;
OR ROBERT DANNER, EXT. 220, CAMPUS CENTER

Mail

Dear Dave and Ivan:

"Several hundred U.S. military personnel found God in Saudi Arabia," a chapel speaker informed us recently. Praise to God! It is good news when we sinners accept his salvation.

While we rejoice in the spiritual rebirth of several hundred, let us ponder the spiritual destiny of the many thousands who were sent into eternity by the same personnel who were finding God. Since Christians are a small minority in Iraq, it follows that many of the thousands who died in Operation Desert Storm had no saving faith in Christ. How can we who share God's desire that "none should perish, but that all should come to repentance" speak glibly of "kicking butt" when that approach means that we terminate all earthly hope of repentance for thousands of individuals, including large numbers of innocents? Can we say with certainty that all possible means of resolving the Iraqi conflict without dealing in such eternal consequences were exhausted? To die for a good cause is one thing; to kill unsaved fellow-humans is quite another.

Sincerely,
Ray Elvin Horst

☆☆☆

Dear Houghton,

I am writing in response to Mike Warwick's letter in the March 14 issue of the *Star*. I appreciated

what he had to say, and I praise God for what He is doing in Mike's life. Thanks for your honesty, Mike.

My response, of course, is on behalf of the business major. It disturbed me very much to be included in a group of people who "are working for an earthly kingdom." If business majors, in general, are working to be rich, why can't we say that music performance majors are working to be famous? Or that political science majors are working to be powerful on earth? Aren't these goals just as wrong? I think Mike hit it right on target when he wrote later in his letter that the only successful person is one who is seeking God's will for his life and living for a heavenly kingdom. But I do not think that this condition and being a business major are mutually exclusive.

Now I would agree that if someone is a business major solely because they want to get rich, they are clearly on the wrong path. I respect Mike for admitting that wealth was too great of a temptation for him, and that forced him to give up his major in business. He did it for the right reasons. But, with all due respect, please don't assume that those of us who stuck with our business major have not made that same commitment to Christ. I am first and foremost a disciple of Jesus Christ. I will also graduate with a business degree in two months.

Please realize, people, that the business world needs committed Christians serving in its ranks as much as any other discipline! Possibly we are needed there more than in some other areas because of the corruption that exists in business today.

I am not ignorant enough to deny that there are business majors at Houghton whose main goal is to get rich. But I would be the first to tell them that they are headed for emptiness and destruction.

"People who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge men into ruin and destruction. For the love of money is a root of all kinds of evil." (I Timothy 6:9-10)

Please note that Paul says the love of money is "a root of all kinds of evil," not "the root of all evil" as many people quote this verse. The bottom line is that we are not to flee from money, but rather to flee from an eagerness and a love for it, and pursue godly things (I Tim. 6:11-12). Mike did this when he switched out of his business major. I am pursuing godliness from within the business major. It can be done just as well from here as from within the religion major.

Let me end with some verses (slightly paraphrased) that sum up the point I am trying to make:

"Whatever you (major in at Houghton and then pursue a career in), work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." (Colossians 3:23-24)

Ironically, this is the same point Mike was making. My point has a postscript, though: a business major can obey this verse just as well as a Christian communication major can.

In His Name,
Kristen Skuret

☆☆☆

Dear Editors:

I felt a need to let everyone there know what it was like in Kuwait during and just after the ground war.

There was never a major battle in this war. My tank battalion (8th TKs) was the first battalion of tanks in Kuwait. 8th TKs made the breach

in the Iraqi fortifications. I was given the chance to see this through firsthand.

As far as danger is concerned, yes, there was some. We did receive some incoming rounds, but only carelessness cost us anything. We did not lose a single person during this operation.

As we drove through the breach we were greeted by thousands of Iraqis surrendering at our approach. The majority of the people in my company, including myself, never even fired a shot. The majority of those shots that were fired were to scare a few people into surrendering.

There is nothing else to tell of the "war." It was over before it began.

I've been living just outside of Kuwait City now, ever since the 3-4 day war ended. I will never forget the reception we received from the Kuwaiti people as our tanks rolled through Kuwait City. People young and old lined the streets chanting, "U.S.A., U.S.A.!", waving both American and Kuwaiti flags. It was like a grand parade, and we were the guests of honor.

Many of us tossed out hard candy to the kids. We also gave out flags and shook hands with hundreds of people.

I never felt so proud to be an American as I did at that time.

Today I await the chance to return home to my loved ones and all the people at Houghton that I care about so much. God has really blessed me in this time of trial. I can not thank all of you at Houghton enough for your love, support, and prayers. I hope that I will be back with you as soon as possible.

May God bless you all and keep you safe until my return so I can see all of you.

Yours in Christ's love,
Randy Thomas
(Matthew 5:9)



Open Letter to: Dean Danner Dear Dean Danner:

During the ice storm the electricity, water, and heat disappeared and so did the communication paths to the commuters. As the students at Houghton were informed of plans, we commuters were not.

There were no radio announcements and no phone calls to us. We are only a small population of the community and we were considered insignificant. Many of us travel over 36 miles just to get to school. We risk icy roads to attend classes and prevent the jeopardy to our grades despite the weather.

On the day after the ice storm some of us who commute tried to get through to the information desk to see if classes were in session. After numerous failed attempts we called

some friends and a faculty member just to be told many conflicting stories. The faculty member said school never closes since Houghton is a residence college. Numerous friends said school begins two hours (others had said one hour) after the electricity comes on. One question, how were we supposed to know when the electricity comes on?

We had no communication lines from the school, so we were forced to run up our phone bills and make wasted trips to the campus. Is the college going to help us pay for all of these bills since they could not even phone a radio station to announce they were canceling classes?

A phone chain, a simple radio announcement or anything that can tell commuters the close of the college would be a nice courtesy. We are not a big number of students, but are we that unimportant?

Sincerely,
Tammer Cristman

REMEMBER: APRIL 15 IS THE LAST DAY TO FILE YOUR STATE AND FEDERAL INCOME TAXES

- *If you worked in a state other than New York during 1990 (even if it was a summer job) you MUST file an income tax return for that state as well.*
- *International students who worked on campus during 1990 must file both federal and New York state income tax returns.*
- *Even if your income is below the taxable minimum, you should still file in order to receive your tax return.*

FOR MORE INFORMATION CALL
1-800-CALL TAX

The latest release from Charlie Peacock is an ambitious three-volume set of recordings of both recent and older material called *West Coast Diaries*. Due to lack of space, however, it would not be very feasible to attempt to review all three albums. As a result a choice had to be made as to which album to review and on the advice of someone I know that choice became volume two of the set.

West Coast Diaries Vol. 2 is a rare album among recent releases in that it is entirely musically acoustic. The only instruments heard on this album are Jimmy Abegg's fine acoustic guitar work and the piano of Peacock and guest Roger Smith. As a result the album has a definite focus on vocals and lyrics.

"The Way of Love" is one of the first songs to grab the listener's attention. As may already be apparent, this song relates the mes-

sage of I Corinthians 13 and does it in a wonderful way. "Love is patient, love is kind./That's the kind of love that you give me all the time./I like a love that keeps no record of wrongs/loves me when I'm good, loves me when I'm not." Part of the power of Peacock's music is how he expresses thoughts that we have but cannot say as well as he can. Examples of these thoughts would be 'the love we are searching for' as in "No Place Closer to Heaven" or 'how we feel when we know we have sinned and need forgiveness we do not deserve' as in "Psalm 51." "Have mercy on me O God, according to your loving kindness./Blot out my transgressions, wash away all my iniquity and cleanse me from my sin."

The finest moment on this album is "Unchain My Soul," a deeply emotional piece similar to "Psalm 51." It is made all the more

emotional by Peacock's laudable voice and the efforts of background vocalist Vince Ebo. This song is a plea directly to God to rescue the singer from the path of destruction that he has, through his own sin, set himself upon. "Unchain my soul and set me free./I need some deliverance given to me./Too many things out of my control./Waste no time, unchain my soul."

West Coast Diaries Vol. 2 has many other good tunes, most notably "Big Man's Hat" and "Down in the Lowlands." Musically, vocally and lyrically it is a very good work. Peacock does stretch some of the songs a bit too long until they become rather repetitious, but that's hardly a major flaw. All told, this album is well worth listening to and if his albums continue to be this good Peacock should remain at the top of Christian music for a long time to come. Rating: ☆☆☆1/2

on the RECORD

by Jamie Lindsay

West Coast Diaries Vol. 2 (Charlie Peacock)
Carreras Domingo Pavarotti In Concert

RATINGS

- ☆☆☆☆ Classic
- ☆☆☆☆ Excellent
- ☆☆☆ Good
- ☆☆ OK
- ☆ Lousy
- Irredeemable

If you had to name the three greatest living operatic tenors who would they be? And after naming them what odds would you be willing to give that they would ever perform together? Myself, I would have to name José Carreras, Plácido Domingo, and Luciano Pavarotti as the three best operatic tenors alive and the odds I would give for them performing together would be about the same odds as Paul, George and Ringo making a new album together; rather slight at best. Defying those odds these three greats came together for a concert of solos and medleys in Rome, Italy. That event has been recorded for the benefit of those of us who could not make it to Europe for the show.

Each artist has a high point on this fine album. For Carreras it would have to be "Granada," an

excellent love song performed in the classic Mexican music style. For Domingo it is the German "Dein ist mein ganzes Herz" or "My whole heart is yours." As is characteristic of all three tenors, and especially Domingo, this song is deluged with high drama. "Wherever I go, I feel you near me. I should like to drink your breath and sink imploringly at your feet." For Pavarotti it would be the vocally and musically stunning "Nessun dorma" or "No man will sleep" (from Puccini's opera *Turandot*).

This album's finest moments, however, are not during the solos, but when all three men come together on one stage and perform the final medleys. It is when these three greats combine vocally that the album shines the brightest. Some of the pieces include "O sole mio" and a splendid version of

Andrew Lloyd Webber's "Memory."

Overall there is very little to complain about. The orchestra, directed by Zubin Mehta, is *muy excelente* to say the least. Vocally, Carreras, Domingo and Pavarotti sound wonderful. Pavarotti is certainly the best vocalist among them. His smooth, natural voice just floats over the songs he sings. Carreras and Domingo have a somewhat rougher delivery that is certainly good, but not enough to rival that of Pavarotti. This is certainly a worthwhile album to look into. The liner notes provide translations for those who do not understand all of the languages employed. Ultimately, it is the sound that matters and Carreras, Domingo, and Pavarotti, along with a very talented orchestra, make sure that sound is outstanding. Rating: ☆☆☆



YES, I BELIEVE IN THE
IMPORTANCE OF GOOD
GROOMING.

