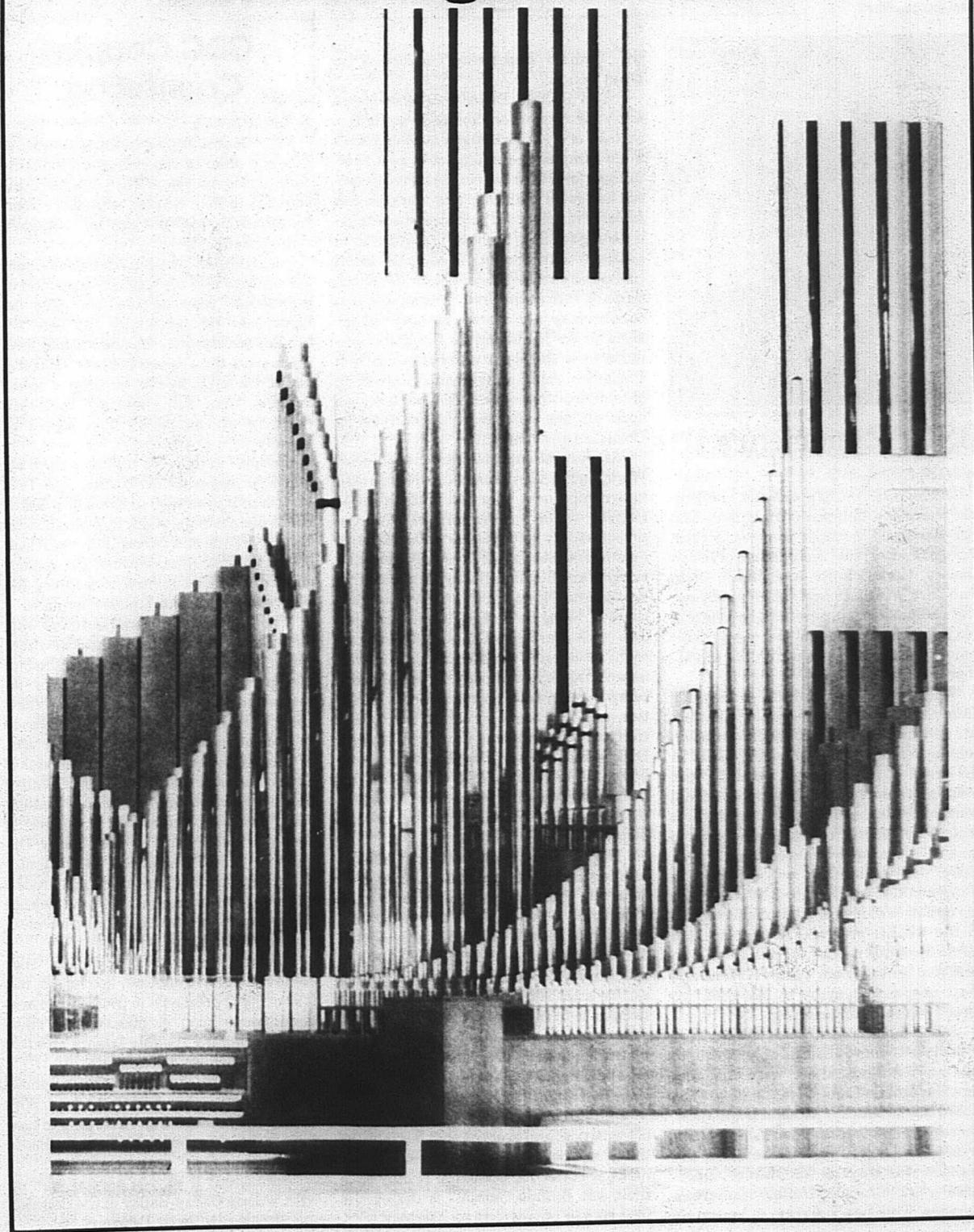


The Houghton Star



The Houghton Star

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Carl Schultz: new Dean of BSC

BSC: Experience It!

by Mark Couchok

During the past few months, the Buffalo Suburban Campus of Houghton College has gone through some structural changes. After the resignation of Dean Massey, Carl Schultz was named dean with Dick Wing as assistant for next year. The campus is being re-designed mostly for upperclass students pursuing their major or internships in a city-like atmosphere.

Originally, the Buffalo Suburban Campus was designed for underclassmen and non-traditional students. It focused on helping freshmen to developing skills in the areas of mathematics, reading, and writing. A student that started there could transfer to the main campus after the first semester of his/her freshmen year or opt to finish the year at Buffalo campus. Previously, when a student was accepted to Houghton College, the student was given the option to study on the Buffalo campus in the SKILL program to improve and refine the skills needed for college prior to studying on the main campus. However, most people that apply to Houghton go directly to the main campus.

A few months ago, when the decision was made to move the SKILL program to the main campus, there were thoughts that the Buffalo Campus might have to be closed due to a lack of student population. However, the business internship has increased and according to Dean Bence the decision was made to "emphasize upperclass work" at the Buffalo Suburban Campus. This new program is known as

the "Buffalo Experience," according to Dean Bence.

The Buffalo Experience encourages students to spend one semester at Buffalo instead of eight semester's at Houghton's main campus. A student could go to Buffalo, perform an internship, receive practical hands-on training, and work on his major. This program helps the student get a feeling for metropolitan life which is in contrast with the main campus' small community atmosphere. Urban issues can be dealt with in the area of social work. A student may take courses at other universities in the Buffalo area. Houghton students have the opportunity to reside in a Christian community while attending secular universities and often pursuing job opportunities outside of an exclusively Christian environment.

Art Education, Bible, Business, Social Work, and Student Teaching are expected internships next year. An internship at Buffalo would provide contact with the urban society and greater independence for students because of the small size of the campus and flexible schedules internships necessitate. However, there are disadvantages of living in Buffalo. An intern may face block courses, which would occur one night a week and work for his class as well as working for a company. There are less campus programs, no recreational facilities, and less communication from main campus. Dean Bence, Carl Schultz, and Dick Wing are very optimistic and see potential for the college to expand although there is still a lot of work that needs to be finished before everything is complete.

During these transitions no additional funding has been instituted. The change in structure at Buffalo campus was sudden. Financially, the capital campaign has largely put Buffalo campus improvements on the back burner until funding for the new academic building on main campus can be attained. The goal at the Buffalo campus is to increase its internships, develop rapport with other universities to institute master's programs, and make it an educational experience where upperclassmen might benefit.

Buffalo campus has gone through a lot of transition, and over the next few months things will be happening to improve it and make it better for students. It may take time, but Buffalo Campus is taking the first step in broadening its horizons.

CDC Couple Counseling

by Gayle Schulz

The Counseling Center and Residence Life are offering counseling for students considering marriage. The purpose of this series is to help couples strengthen their relationships and prepare for a lifetime commitment.

Dr. Michael Lastoria, Director of Counseling, says he's been asked what kind of premarital services are available at Houghton. He personally counsels 1-2 couples each spring. Lastoria feels this is inadequate for a campus of over 1100 students. He says, "We're meeting a need." Judging from the response, Lastoria's right; twenty-one people have signed up already.

Couples enrolled in this series will attend four sessions, held Wednesdays, Feb. 17-March 9 from 6:30 to 8:00pm in South Hall's main lounge. Cindy and Mike Lastoria and Wanda and James Bailey will lead presentations. Also, various community members will be invited to address the students. Discussion times will follow.

The first session, "Two Becoming One: Personality Factors in Intimate Relationships," will focus on the blending of habits and personality. When people live together they learn things they never knew about the other person before. "Everybody gets fooled just a little bit," Lastoria says.

James Bailey, the Resident Director of South Hall, will present "Communication/Conflict Resolution in Intimate Relationships" at the second session. The following sessions will cover "In-Law/Family Dynamics," and "Variations of Intimacy Within Engagement and Marriage." At the end of the fourth session, students may opt to participate in a fifth session on a topic of their choice.

Lastoria says, "It's important that James and I have done our homework, but it's boring to present it to people in an academic framework." He plans to give "mini-lectures" lasting roughly twenty minutes and then open for discussion.

Perhaps you and your future spouse enjoy a relationship made in heaven. Why bother with counseling? According to Lastoria, conflict is inevitable in an intimate relationship.

Interested? If so, you need to sign up with Wanda Coffey-Bailey in the Counseling Services Office by February 15.

The M/V Logos Falls in Battle; Houghton Helps Launch Logos II

by Dale Rhoton
Coordinator, OM Ships

On the evening of January 4, 1988, the Logos pointed her bow toward Puerto Madryn and left the most southern city of the world, Ushuaia, Argentina. At 11:30 that night, the pilot asked Captain Jonathan Stewart if he could leave the ship after giving instructions to the Captain and Second Officer on the remainder of the passage through the Bagle Channel to the open seas of the south Atlantic Ocean. The Captain agreed and the pilot left shortly afterwards. At 11:54pm the ship came to a jarring halt. She had run aground on the top of a rock shelf.

The Captain hoped that the rising tide would lift the ship off the rock. By five o'clock the next morning it was evident that this hope would not be realized. The order was given for all crew and staff to abandon ship. The weekly drills conducted over many years to prepare crew and staff paid off. No one was injured in the evacuation. At 5:30am the Chilean Navy helped the 141 men, women, and children from the Logos lifeboats into their vessels.

Flooding quickly took place in the next few hours throughout the literature holds, the engine room, and even in accommodation areas. Those on board left with only the clothes they were wearing. All else was abandoned on the lost ship.

Many tears were shed. For a good number of the Logos people, the ship had been home. The loss of all of their worldly possessions was not their greatest grief. They saw the end of a ministry which had brought the Gospel to literally millions of people. Many "why's" were asked. Why did the pilot insist on leaving early? Why didn't he warn explicitly about those rocks so near? Why didn't the rising tide lift us off of the rock? Why would the Lord commission the ship to go to the ends of the earth and at the end of the earth suddenly abandon her?

At the same time, praises went up to God. Not a person was hurt! "The valuables were safe!" Not one of the 141 valuables was hurt in the least. People familiar with evacuations under similar circumstances are amazed.

God protected not only the bodies and spirits of those on board. As 100 of them met together in Buenos Aires after the accident, they had a service in which each one of them listed on a sheet of paper the things that they had lost in the wreck.

Then they threw those sheets of paper into a bonfire, symbolically giving to God all that they had held precious on the ship.

The great majority of staff and crew have moved from the scene of the accident to other fields of service. Logos teams are now in South and North America as well as Europe. Individuals have joined OM home offices, other OM teams, and other missions. Some have joined the Logos' sister ship the M/V Doulos. Even those going home spoke about wanting to see their lives continue to count for God and for His Kingdom.

In the ship's ministry there have been financial struggles, recurring struggles for permissions, constant lack of personnel. But in the midst of it all, there are those glorious moments, so very glorious, where you see men and women who have been buffeted and battered, struggling to their feet to finish the race that has been set before them.

The leaders in the OM Ship Ministry are using this opportunity to re-dedicate themselves afresh to Jesus as Lord and to consecrate anew their talents to make the OM Ship Ministry all that God wants it to be. With the blessing of the Logos' Board of Directors and the rest of the OM leadership, they committed ourselves to pray and to work to replace the ship. The Logos was not lost through rusting in a port. She fell in battle!

Operation Mobilization Ships Marine Superintendent Mike Poyner says that only the final stamp is needed to complete the delivery of the remains of the M.V. Logos to the Chilean Navy. The Logos was declared a total loss after running aground on rocks at the tip of South America last January 4.

"The remarkable media coverage and resulting widespread expressions of sympathy and support from Christians worldwide encourage us to believe that through this seeming disaster, God is opening up a door that we need to step through in faith," said Peter Maiden, OM's associate director.

"From the moment the news broke, our offices have been inundated with phone calls both from the media and from anxious supporters of the Logos ministry. Gifts large and small also began to arrive almost immediately. God has touched people's ears in a special way. Many have reminded us that almost from the beginning of Logos' 17 years of service we have

been saying that she was too small." In response, leaders of Operation Mobilization have announced plans to move ahead in replacing the Logos with a bigger and more efficient vessel.

Gifts in the United States are being channeled into a New Logos Ship Fund chaired by John Kyle, Coordinator of Mission to the World and Director of Urbana '87. Other members of the special committee include: Dr. Adrian Rogers, President of the Southern Baptist Convention; Dr. Ted Engstrom, President Emeritus of World Vision; Dr. Ralph Winter, Director of U.S. Center for World Mission; Melody Green of Last Days Ministries; Dr. Franklin Graham, President of Samaritan's Purse.

As of February third, \$700,000 had been given worldwide toward the Logos and its replacement. After outstanding debts are cleared this leaves approximately \$300,000 toward the purchase of a new vessel. One Christian leader has described the response as the greatest across-the-board cooperation by Christians in years.

On Wednesday February 3, 1988, in Wesley Chapel a \$300 offering was taken on behalf of Operation Mobilization's Ship the M/V Logos.

In Brazil, gifts have topped \$10,000 with two churches taking offerings of \$3000 and \$1500. Some believers have donated watches, rings, necklaces, and even a freezer. Giving in Britain is keeping pace with the U.S. The first U.S. donation came from children in Senoia, Georgia, who presented Logos Director Graham Wells with a jar of savings that totalled \$11.87.

Most of the 139 staff and crew members of the bookship have now been relocated to their homes or other places of service, including O.M.'s sister ship, Doulos. Six teams will be involved on three continents with sharing with churches the vision for "Logos II."

George Verwer, O.M.'s founder and international director, believes that finance will not be the greatest test of faith. "Even with the most suitable ship in the world, nothing will be achieved for God through her without the right people being involved - officers, engineers, deck men, welders, to name just a few. That's why my heart just cries out with thanks to God for preserving the lives of all those on board."

Soprano Sylvia McNair Sings

by Jedidah McKee

January 29, at 8:00 pm in Wesley Chapel, soprano Sylvia McNair presented the first concert of the semester in the Houghton College Artist Series. She was accompanied by Ted Taylor on piano.

Throughout the concert, Miss McNair filled the hall with pure piercing sound. Mr. Taylor employed a wondrous "give-and-take" in working with Miss McNair's voice.

The first piece was *Exsultate, Jubilate* (Exalt, Rejoice), by Mozart. McNair sang with light, effortless strength, holding her intensity even in the quieter passages. Taylor rendered the piano accompaniment in the graceful yet energetic style so characteristic of Mozart.

Following this were six German Lieder Songs, the first three by Schubert and the other three by Wolf. The lilting style of *Die Forelle* (The Trout), gave an image of a brook. *Nacht and Traume* (Night and Dreams) sounded of night and rising stars. The distraught sound of *Gretchen am Spinnrade* (Gretchen at the Spinning Wheel) conveyed a message of lost love. In *Lied von Winde* (Song of the Wind), the piano played the part of a stormy wind, while Miss McNair played the lover crying hysterically to the wind for her lost love. I thought this piece wonderful. In *der Fruhe*

(At Daybreak) sounded like a slow sunrise, while *Er ist's* (It is He) sang with triumphant joy of March winds and the coming of spring.

Following the intermission, Miss McNair sang, *Knoxville Summer of 1915* a piece by Barber about his childhood. McNair conveyed the simplicity and wonder of a small child experiencing a summer evening.

Next on the program was a seven song cycle, *La Courte Paile* by Poulenc. I particularly liked the sense of "amazement!" conveyed by Miss McNair in singing, *Quelle aventure!* (What an Adventure) in which a small child wonders how to tell mama about her unbelievable adventure.

Cabaret Songs, by Britten, started with, *Tell me the Truth about Love*, a funny, bluesy-sounding inquiry into what all the excitement was about. *Johnny* is about a woman whose love is refused (by Johnny). The last song on the program was *Calypso*, in which the singer urges, "Driver, drive faster!" as she is on her way to meet her lover in Grand Central Station, New York.

Miss McNair received much applause and presented an encore piece, the Recitative from the opera, *Manon Lescault* by Puccini.

Symes: Early Man Enters the New World

by Sophia Conley

On Thursday, February 4, the Houghton College Lecture Series featured Dr. Martha Symes, a representative of the Seneca-Iroquois National Museum, who spoke on "Early Man's Entrance into the New World."

According to Dr. Symes, there is no one answer to why, when, and how man entered the new world. No one has yet proved any one of the numerous theories held by members of the sciences. Most archaeologists agree that early man entered the new world sometime between 10-12,000 years ago, although some attest to a date as long ago as 100,000 years. Symes mentioned that despite the wide variation among some scientists, it is "safe" to go as high as estimating that sometime between 25-35,000 years ago man entered the new world.

Symes discussed some of the various theories as to how and when man entered the new world, which included Alexander's lost fleet, isles in the Pacific, the ten lost

tribes of Israel, continental drift, the famed isle of Atlantis, and, believe it or not, space ships! For various reasons which may or may not seem obvious, most of these theories have been dismissed because they have not been substantiated. The only theory which is still actively pursued is that of the ten lost tribes of Israel. A group calling themselves the New World Archaeological Foundation is working to prove this theory.

Symes noted the reasons why man would have come into the new world, which included glaciers putting pressure upon available resources, crossing continents to follow game (through Bering Straits), and population pressures.

Symes mentioned in the lecture that despite the fact that no theories have been proved, does not mean that a current theory is not valid. She emphasized that our scope of understanding is not infinite and that the answer could have already been found "To say it hasn't happened in our knowledge is not to say it hasn't happened"

Fiddler on the Roof

Main Cast, in order of appearance:

The Fiddler- David Huth
 Tevye, the dairyman- Benjamin King
 Golde, his wife- Heidi Best
 Tzeitel- Norma Jean Jordan
 Hodel- Nancy Klaver
 Chava- their daughter- Donna Bashore
 Sprintze- Leslie Matthews
 Bielke- Margaret Lyon
 Yente, the matchmaker- Julie Romann
 Motel, the tailor- John Linza
 Perchik, the student- Larry Leaven
 Lazar Wolf, the butcher- Bruce C. Brown
 Mordcha, the innkeeper- Rand Bellavia
 Rabbi- William McLeod
 Mendel, his son- Randy Glasner
 Avraham, the bookseller- Mark Ruhl
 Nachum, the beggar- Brad Wilber
 Grandma Tzeitel- Cindy Mock
 Fruma-Sarah- Sandra Schlosser
 Constable- Jack McCaffery
 Fyedka- Charles Kane
 Shaindel, Motel's mother- Susan Dellas

Lynch to Perform

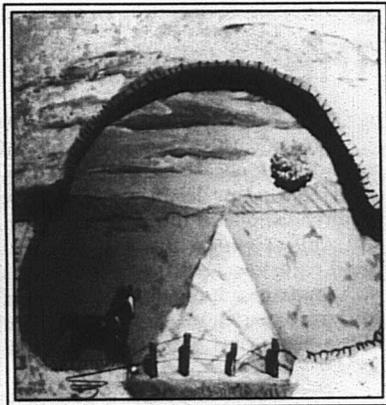
by Jedidah McKee

Monday night, February 15, at 8:00pm, oboist Kimberly Lynch will perform in Junior Recital. She will be assisted by Kimberly DeWald on piano and harpsichord. The recital should last no more than forty-five minutes. Miss Lynch will be performing selections from Bach, Haydn, Bellini, and Howard Hansen.

Miss Lynch has been playing oboe since the sixth grade. Unlike most students in the School of Music, who are Music Education majors, Kim is an Applied major. She studies under Rodney Pierce, principal oboist for the Buffalo Philharmonic. Besides going to Buffalo every week for her lesson, Miss Lynch practices three hours per day, for six semester hours credit. She has been preparing her repertoire since last spring, although most of her preparation was done last semester. Miss Lynch told me that although she still feels nervous, she does feel ready for her recital.

You Can't Hear the
 Birds if You're Plugged
 into a
 Walkman
 -Geezer '88





Schaffers' Present Ice Cream Cones and Quilts

by David Wheeler

At the recent Gallery Talk on February 1, artists Ken and Linda Schaffer spoke to an audience of art students and other interested community members. Their presentation included background information, a slide presentation showing the development of Mr. Schaffer's work, and statements from both artists explaining their motivations and methods.

Professor Lindley began the talk by introducing the Schaffers, whom he knew previously as teachers. Mrs. Schaffer works predominantly with fabrics; Mr. Schaffer is a painter who prefers watercolors. Both artists shared about their background, education, and career. Mrs. Schaffer recited valuable pieces of information that she had learned in the course of her career as a commercial artist, such as the importance of doing one's piece for oneself and the need for developing patience and discipline.

Mr. Schaffer showed slides of the development of his work, which is very diverse and eclectic. Mr. Schaffer's works have varied from exact representational to the surreal. He does have a preference for natural landscapes, which, he explains, stems from his rural background. Following the presentation, Mrs. Schaffer displayed and explained examples of her accomplishments, which included wall hangings, clothing, and quilts. An opportunity for questions concluded the talk.

Commitment and importance of family are evident themes in the Schaffers' exhibited works which are displayed in the gallery this month. Mr. Schaffer uses the ice cream cone as a symbol for the family, explaining that their family ice cream

outings of years ago were clear examples of the togetherness and happiness of family. In some way, each of Mr. Schaffer's paintings and drawings in the gallery, which date from the summer of 1986, incorporate ice cream cones. These cones symbolize the happiness and security of family and sometimes the frustration and pain that is often part of family life. In each, Mr. Schaffer's faith in God is very evident. This is best exemplified by his watercolor/chalk/tempera painting "Unity," which portrays a marriage under the guidance of the Spirit. Mrs. Schaffer's displayed works consist of several elaborate wall hangings, many of which also utilize the theme of family.

The work and character of the Schaffers is best described by Mrs. Schaffer's quote, "I believe our finest accomplishments, those that communicate well to others, are things we create that are a most natural outgrowth of what we do and what we are. For me, it's exciting listening to the Spirit of God within me as He directs my thoughts and ideas and my work as it progresses."

Black History Month Features Drama, Films

As a part of Houghton College's recognition of Black History Month, Lorna C. Hill, founding director of the Ujima Theater Company of Buffalo, will present "Memories," an evening of performance and commentary in Wesley Chapel at 8:00 pm, February 15. Her program of songs, poems, and stories chronicles Black life in Africa and the Americas.

Ms. Hill is also executive producer and artistic director of Ujima Theater. A stage and screen actress, she has appeared in or directed some 40 productions over the past 18 years. Among her successes as an actress have been performances in "The Blacks," and "For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf." Her most recent screen appearances were as Mrs. Davis in "Like Father, Like Son," and the title role in "My Dark Lady." Tickets will be available at the door for \$2.00.

Monday afternoon Ms. Hill will present a theater workshop on campus.

A film/discussion series which began with "Black Woman" and "Frederick Douglass," will, on February 22, at 7pm, feature a film on the life, work and views of Black author Ralph Ellison.

AHD Presents Art

Houghton artists William Allen, Jack Leax, and Eila Shea, in conjunction with the annual Anna Houghton Daughters monthly programs, will blend their unique talents Thursday, February 25 at 7:30pm in Houghton College's Trustees' Dining Room (Reinhold Campus Center).

In this program titled "The Arts," award-winning painter Shea will do water oil paintings to the theme, "Springtime and Nature." Following her lead, poet-in-residence Leax will read selected poems he has written since teaching at Houghton, beginning in 1968. Thirty-five year Houghton faculty member and composer-in-residence Allen, known for his wit and puns, will write music to fit the paintings and poetry, on the spot!

This program, which combines the best of Houghton's creative artists, is open to the public at no charge.

Nature Inspires Mill's Motifs

by Heidi Tange

Before I met Lori Mills, I was expecting a quiet reserved, woman with an organized systemic technique for producing her art. Instead, I encountered a spunky young artist who has carried mud pies to their logical conclusions.

Mrs. Mills is a woman who likes to have fun with her work.

Her works in earthenware start out on a potter's wheel, but by the time she's through with them they look like they were hand built. These are no ordinary flower pots. They are practical pieces which celebrate life with motifs and lines drawn from nature.

Probably the most striking aspect of her work is the aspect of color. Her pieces look as tantalizing as a candy shop window with creamy white and yellow contrasted with vibrant green, black, and the rich brown of the earthenware clay itself.

Mrs. Mills doesn't try to capture the exact image of nature in her work. Instead, she works with abstractions of flowered trellises and bunches of leaves, reflecting a favorite hobby of hers, gardening.

Lori Mills earned her MFA at the School for American Craftsmen, and now has her own studio in her home in Rochester.

Mrs. Mills' works have been like a breath of fresh air and I hope she returns soon with more of her creations.

Critical Thinking and Christian Theism

by Mark Horne

Sarah: That's not fair!
Jaireth: You keep saying that. I wonder what your basis for comparison is.

-the movie "Labyrinth"

Critical thinking is something we are all supposed to learn as students of Houghton College. After all, isn't that the purpose of liberal arts? Shouldn't our beliefs be challenged? Is not critical thinking necessary to determine whether our opinions are true or false?

But an even more problematic question arises from this attempt at critical thinking: On what basis can we determine whether our beliefs are true or false? Does not our critical thought have to conform to a standard which is true because it is the definition of truth?

As Christians, we know that we are to have no gods before the triune God of Scripture (Ex 20:3). God alone is self-sufficient and the Creator and sustainer of everything else that exists. It follows that He alone stands on neutral ground (i.e. Himself). Reality is what it is because it is dependent on the will of God.

So as Christians who wish to engage in critical thought, what ought we to do? We should be self-consciously aware that our critical thought is only valid if it conforms to the Bible. Otherwise, we are guilty of idolatry. We are allowing God's Word to be true only if it meets requirements that we independently determine for ourselves. We attempt to "be like God" (Gen. 3:8).

What I am saying is simply a restatement of one of the cries of the Reformation, "Sola Scriptura." All thoughts, words, and deeds are to be judged as right or wrong by the Bible not by anyone operating independently of God's Word. For any other standard of truth one might find cannot be objective since it will be a part of creation and not stand outside of creation. Thus it is written, "They exchanged the truth of God for a lie, and worshipped and served the creature rather than the Creator, who is blessed forever, Amen" (Romans 1:25).

As a Christian Liberal Arts College we should see ourselves as a piece of solid ground amid an academic wasteland of epistemic quicksand (see Matthew 7: 24-27). Only we who believe God have any chance of discovering what is true and what is false.

Mark Horne

Mick Defends Inerrancy

Yes, there are a few "warriors" left here on campus today. What is the great watershed between the tenacious few and the rest? The answer is the doctrine of Biblical inerrancy. This means that the Bible is perfect and wholly free from error in even circumstantial statements in the original manuscripts. Many staff, faculty, and students believe that those of us holding fast to the orthodox historic truth are foisting 20th century ideas about the nature of science, history, and geography on the Bible. They often unconsciously stereotype our beliefs, setting us up as easily vanquished "strawmen." It appears that just the opposite is true: those who believe in so-called "partial inerrancy" are tacking 19th and 20th century heterodox scholarships on the Bible, and second-guessing the intent of the Holy Spirit. I appeal to Romans 3:4 (NEB) "God must be true though every man living were a liar; for we read in the Scripture, 'When thou speakest thou shalt be vindicated, and win the verdict when thou art on trial.'"

If those in power at Houghton will but insist that inerrancy be taught, the moral decay we face can be largely eradicated by unashamedly using Scripture to solve our problems. Should we, however, continue on our present drift from absolute faith in the utter and spotless perfection of God's Holy Word, rest assured that Houghton will eventually end up largely secular and apostate.

If you are by now saying, "Whoa! This is Houghton! That can't happen here," remember that even Harvard was founded (in 1636) to train Puritan ministers.

Sincerely,

Mick Williams

Creative Boundaries

It is my opinion that if artists had to consider all possible offensive misinterpretations of their work and accept such misinterpretations as boundaries on their creativity then much work which could glorify God could not be done.

-Dave Caccia

The Light Side

by Chuck Smith

As a boy, there were many things I wanted and occasionally, my father, upon realizing my desire, would promise to purchase one of these items for me, and while I realize that many of you could care less about my interactions with my father, I am sure that most of you have experienced something similar with a significant figure in your childhood.

The focus of my topic begins after this promise was made. If my father promised me a red wagon then I believed that I would receive it. I believed this so much that I would imagine myself using it and would tell my friends about it as if I already owned it. This may be something that only I experienced, but from my discussions with others I believe that many, if not all, people have used their imagination in this way, basing their hope on their faith in the one who made the promise.

We readily claim to have faith in the promises of God, but how often do we have enough faith in the One who made those promises? How often do we have enough faith to actually envision ourselves having received them?

If we were able, as children, to have that much faith in our father or some other significant figure, then should not that faith be multiplied when considering the promises of our Father in heaven?



The dogmas of the quiet past are

inadequate to the stormy present.

—Abraham Lincoln

Pandora's Box

by Giocchino Jack Urso

Note: The opinions presented in this column do not necessarily represent those of the editor, this newspaper, or the author for that matter.

"This rudderless world is not shaped by vague metaphysical forces. It is not God who kills the children. Not fate that butchers them or destiny that feeds them to the dogs. It's us. Only us."

— Walter Kovacs,
The Watchmen

No. We don't want to believe we are responsible for the chaotic, unjust and often inhuman events of the world. In pride we rationalize that God must be in control, and since His ways are greater than ours, His motives have to be undiscernable for our poor intellects to comprehend. We don't wish to bear the guilt for our actions and our decisions so we create a fantasy-land where we are the pawns of a cosmic puppeteer who manipulates the callous events of history to His own benefit. So we say, "All things work for good to those who love the Lord." A poor excuse for displacing our guilt to a God who's not at fault.

We look everywhere for someone to blame yet we don't see the blood on our own hands.

Treaty Troubles

"Should you help the wicked and love those who hate the Lord and so bring wrath on yourselves from the Lord?"

-II Chronicles 19:2

Dear Pat,

In I Kings 20-21, we read about Ahab being condemned for making a treaty with Benhadad because he mocked God. Considering the Soviet record of persecution of Christians, how can we, who are supposed to hate God's enemies "with a perfect hatred" (Ps. 139:22, also Rom. 12:9) support any treaty which makes God's Word secondary to the impossible dream of man-made (or man-imposed) peace? Christians should be peace-makers to show themselves to be God's children (Matt. 5:9), not humanitarians. We know that sometimes our commitment to Christ prevents peace (Luke 12:49-53). By making this (INF) treaty, we are destroying our best chance at positively affecting the Soviet Union. We are using a technological fix to solve a problem that is *not* technological but political and ideological. Thus we remove any motivation to find a real and lasting peace based on forgiveness and love (Rom 5:10-11, John 15:14) but instead encourage the delusion that we can achieve peace through mutual coercion.

Sincerely,
Mark Horne

Merging World: Diary from India

Merging World is the weekly column of the Overseas Development Network, Houghton College Chapter.

Did you know that India is facing the worst drought in its history since the last century? The drought is affecting nine states in India, with the western states of Gujarat and Rajasthan being the hardest hit (Poonam Mattreja, Coolidge Center associate, Nov. 1987).

September 9, 1987— I'm really beginning to question things that we have in America, and things we don't have here in India. Granted, I miss a lot of the silly things in America; those not so important luxuries in the States that I've always taken for granted. Then there are other things in America that don't seem so important anymore.

"What good is all this 'high technology,' this 'high standard' of living? Many words I throw around need new definitions. Standards? I'm thinking of two different things now. We say we live 'well' in the U.S. Living according to what standards? For survival? In the U.S. we put as many things in front of death as possible, and I think we lose a sense of how to truly live. Here, I find I don't need all the things I need in America. But I'm finding other needs here; things that my 'standard' of living didn't quite fulfill in the States."

September 23, 1987— I just finished touring some project villages today. But first, last night, we spoke to one of the teachers who works at one of these projects. I asked him, generally, what was going on—he said 'love.' That is what he called his organization's work, or at least the work in which he was involved. And his work; he really doesn't consider it work. The English term I can think of though, is work. Work in my context. His, probably, would be something like living.

The preceding comments are from Barry Smith who will be returning to Middlebury College as a junior after his six-month ODN internship program in India comes to a close early in 1988. He is presently working with a community development organization in the southern region of Tamil Nadu.

(Edited by J.P. Greg Laing)

Tres Chic

by Julie Beth Siemens

Ready for the '88 hair update? Okay—here goes!

The pros are saying that playful, non-blunt long cuts or short and sleek cuts are in—as well as the hair bow (a la Fergie) and the hair net, also thanks to the expectant Duchess.

This year, hair is going to be playful, and yes, dare I say, even at Houghton, SEXY!!!! However, the styles will remain basically tame. (WHEW!)

The news in hair styling products is:

Out: Too much gel, no more punk (I say, hurray!); Overused mousse—making hair heavy and dull; Bright hair colors like pink and blue; Hot rollers when used to create all-over wave and lots of volume; Hard-hold products that make hair stiff like extra-hold hair spray.

Instead, here's what's in: Hair polishers—gel-like styling products, used in spots to give hair shine and separate it (for more but still understated volume); Hair spray, used to finish and refine the new soft, sleek styles; Rich, realistic hair colors, like ambers, and chestnut browns; Spot rollers to mold specific areas—newest place for waves, ends of hair; Return of soft-hold "hairdressing" products—liquid creams and tonics—to condition and style.



Boxes upon boxes,
where will
it end?

-N.F. Danner □

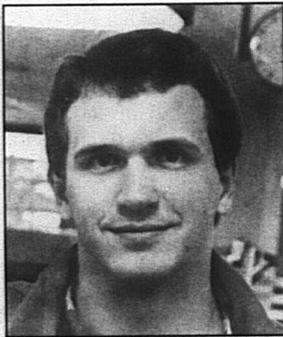
BLOOM COUNTY

by Berke Breathed



Man on the Quad

What do you think about secular rock being played in the snack shop?



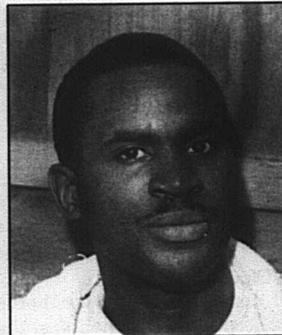
Paul Manney

"I don't see why not, plenty of secular music has more meaning and a lot more significance in life."



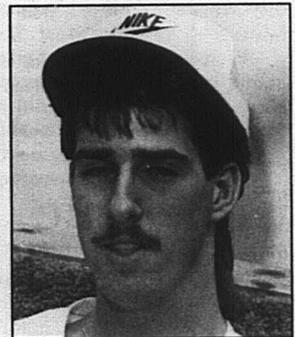
Julie Romann

"It doesn't matter to me, but I don't think we should if we are to be sensitive toward people that would be affected."



Robert Beckford

"We're not children; we should be treated like adults who are able to choose what we listen to."



Jon Ackerman

"I think they should play secular music there, even though some people don't like it, because some people don't like Christian music. I think they should have a variety, a little bit of both."

Mid-Winter Mystery Schedule

Friday

8:00 pm Young Sherlock Holmes Wesley Chapel
 10:00 pm Spot Wesley Chapel

Saturday

10:30 am Snow Sculpture Building Quad
 2:00 pm Skiing Competition Ski Slopes
 5:00 pm "1200 at Dinner" W.W. Banquet
 8:00 pm Men's Basketball Game vs. Geneva Gym
 10:00 pm Jazz Coffeehouse C.C. Lounge



Don't Be
 Clueless,
 Participate
 in Winter
 Weekend

??

The Mystery Professor Contest

The following clues describe a current professor; fill in as many names as possible, then drop this sheet off at dinner Saturday in the boxes provided near the checkers (in line), and maybe you'll win the *Mystery* prize! "Elementary, Eh?" The winner will be announced at the coffee house!!!

Who...

- ? served time in reform school for juvenile delinquents? _____
- ? spent 15 yrs. as a missionary to Africa? _____
- ? never took a single psychology course as an undergrad? _____
- ? once pulled the fire alarm in Fancher Hall while looking for a light switch? _____
- ? because of his middle name would say, "They call me mellow yellow?" _____
- ? still owns and operates his first car which he drove to Houghton as a student? _____
- ? played in 3 different Basketball Leagues at the same time in college (once he played in 3 different places between 6pm and 12pm)? _____
- ? taught 5 current Houghton students in high school? _____
- ? used to work driving a Chicago Transit bus? _____
- ? works with silicon, rocks, and radio? _____
- ? spent 2 yrs. learning a language spoken by only 600 people? _____
- ? sees Broadway Shows in New York City several times a year? _____
- ? at 31 yrs. produced and announced a weekly half-hour religious T.V. program in New York City - WPIX, channel 11, entitled "Encounter?" _____
- ? started smoking corn silk at 6 yrs. of age? _____
- ? causes us to stand when he walks into the room? _____
- ? returns each year to a place in Maine named for his family from which they emigrated in the early 1900s? _____
- ? once had lunch with T.V. Evangelist Rex Humbard? _____
- ? has hobbies which range from writing music to raising leeches? _____
- ? could you find listening to Dylan, reading Kierkegaard, and watching the Redmen play hoop? _____
- ? once studied conducting under a London Symphony Concert Master? _____
- ? used to fight forest fires? _____
- ? has a motorcycle license, a pilot's license, and likes to sail? _____
- ? was a group leader of 25 Fulbright students in the 60s? _____
- ? has grandparents all born before the Civil War? _____

??

Roberts Rumor Routed

by Rob Zarges Jr.

Last Saturday night the Houghton men's basketball team won its fifth game of the season by defeating arch-rival Roberts Wesleyan College by the score of 78-71. Houghton won the winning tap, scored, and never looked back; holding on to the lead for the whole game.

Rumor had it that we did not stand a chance against Robert's because of the return of their superstar Kenny Lee. In fact, Lee was not even a factor for the Roberts attack.

In the stands there were idle threats of Raider fans. The Houghton Zoo was there in full force, overpowering their sorry excuse for spirit.

However, on the court Houghton played well. Tom Kirschner, who led all scorers with 28 points, left the game because of an injury with :31 seconds left in the half. Houghton was leading by the score of 39-28; it did not look as if he would return.

The second half started without Kirschne. Meanwhile, Roberts mounted a comeback. Kirschner returned and with the teamwork of Sean "The Barn" O'Hara and Geoff Stedman, stifled the attempts of the Raider campaign.

It was sweet victory for the Highlanders who have been struggling this season. The team started to work together again as they had earlier in the season. Houghton is back and has a chance to frustrate Geneva's fight for a play-off berth next Saturday night.

Teachers Learn a Lesson

Goldie the Goldfish Visits East Aurora

by Melissa Fisher

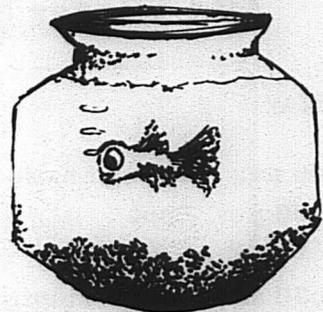
Rebecca Bramble, like many other student teachers, spent last semester living on Houghton's Buffalo Suburban Campus and commuting to an area school to teach. Rebecca taught at two schools during the semester; East Aurora Elementary School where she taught kindergarten and the Christian Central Academy where she taught 4th grade.

Rebecca had positive experiences at both schools teaching both grade levels. However, teaching Kindergarten at East Aurora reinforced her goal to be a primary school teacher. Her responsibilities varied at both schools. While teaching at CCA, she was responsible to teach 8 subjects including penmanship, Bible, math, grammar, reading, etc. Her classes consisted of students with all levels of learning proficiency.

Since Rebecca was most enthusiastic about her two daily Kindergarten classes, this article will concentrate on her experiences at East Aurora. At East Aurora,

Rebecca taught two half-day sessions of Kindergarten. She was fully in charge of her students and didn't just act as a teacher's aid. Planning daily lessons that would instill curiosity and excitement about learning became a challenge to her. She tried to get down to the basics. Teaching children letters by showing them pictures wasn't always effective. Children sometimes need a change. Who better than someone from Houghton to bring it to them? Rebecca ingeniously thought up a plan. The week of the letter "G" Rebecca brought in "Goldie the Goldfish" Goldie was a tremendous success. The children not only learned the letter "G" but Goldie was used for a science lesson as well.

Rebecca learned a lot at the East Aurora School. At this school competition is almost non-existent. Students are encouraged to progress at their own levels. Teachers aren't competitive either. In fact if a teacher develops something that helps her students her ideas are used by other teach-



ers - the child's best interest is of utmost importance. It doesn't matter which teacher has a more interesting bulletin board.

The East Aurora School is also unique because the teacher follows the progress of the student into the next grade and if the teacher notices that Billy isn't performing as well in writing as he used to, the new teacher is informed and Billy will be confronted. This ensures that students don't "fall through the cracks" as so often happens in the traditional school setting.

Rebecca had a unique and enjoyable experience which convinced her to make teaching her vocation.

Firing Zone

by Melissa Fisher

A class of 28 students aged 6-8 years old sings *My Country 'Tis of Thee*. Their teacher directs the class and the class in return responds with as much vocal gusto as 1st graders can muster just after lunch. The chorus goes on ... "sweet land of liberty, of thee I sing; land where my fathers died..." Quickly a small hand starts waving frantically in the air. The teacher stops the class to ask the boy, "Johnny, do you have a question?"

"Yes, Miss Holt, my father died last year; is this song talking about my dad?"

What does one do in this situation? The teacher frantically searches for a response as 27 pairs of little eyes scan her face for a reaction. All she keeps thinking to herself is "They never prepared me for this one back in Houghton! Just what kind of firing zone have I been sent into?" Yes, this is, a true story from one of last semester's student teachers.

Ruth Holt spent her last semester in Rochester where she was a general music teacher and choir director at the Harris Hill Elementary School in Penfield, NY. Penfield is approximately ten minutes from downtown Rochester. Ruth taught

Continued on Page 11

Chacko teaches at Christian Central Academy

by Mark Cowchok

Senior, Mary Chacko, has just completed her internship at Buffalo Campus. She was a student teacher last semester at the Christian Central Academy, a school that ranges from kindergarten through twelfth grade. She had a very positive experience that convinced her to continue pursuing her career as a teacher.

Mary taught four courses in a day that went from 8:30am to 3:30pm. Seventh grade biology, eighth grade physics, tenth grade Regents biology, and eleventh grade Regents chemistry were the courses she tackled everyday. She was very challenged by her students and her fellow teachers. She appreciated criticisms and compliments that were given to her. She had to be creative in teaching and as time progressed she learned true devotion and love for her students.

She learned what it is like to be a teacher instead of a student. She taught in a Christian atmosphere and learned a lot about areas of personal and spiritual growth. She also learned about how the

school system works. The administration and teachers were very united and everyone worked together supporting each other.

Being an intern meant that she had to live at Buffalo. She disliked the feeling of being cutoff from main campus and living in a dorm with freshmen because she is used to living off-campus. She felt the generation gap between senior and freshmen and that made it difficult to be an active member in the Houghton Buffalo Suburban campus. Her weekends included rest and involvement with a local church of her own denomination, Brethern in Christ. Her fellowship at that church encouraged her through the stressful experiences of adjustment and workload during the weekdays.

Her internship proved to be a valuable experience, in learning to love her students as well as teaching in a positive, supporting atmosphere. Mary's experience convinced her that her career will, with God's help, involve teaching after she graduates.

Firing Zone continued from page 10

for three months at Harris Hill. The music student teacher program is unique because the student teacher remains at the school for their entire term. Most student teachers have two 8 week terms where they teach in a primary and secondary school level (i.e., Kindergarten then 7th grade).

The Harris Hill School was innovative because it was a non-graded elementary school. This means that students are graded not by grade level but by performance or rather individual ability. This type of school system is a fairly new concept. Teachers give a lot of individualized attention to their students. Students are divided into sections such as "readiness" which would be equivalent to the traditional 1st grader and "independent" which would be equivalent to 2nd and 3rd grades in a traditional educational system. In this system, Ruth was responsible for all sections of the general music classes, which would be the equivalent of teaching 1st through 6th grades. Not only did she teach class, she also acted as the choir director for the two (Jr and Sr.) school volunteer choruses, each consisting of 150 students.

"Positive Reinforcement" was the key, says Ruth when asked how she kept all these little singers in line. Each general music class Ruth taught consisted of 25-30 students, not such an easy group to control right after recess. There were many skills Ruth taught in her classes; in first grades - the "readiness" group - she helped students to sing on pitch, tap a continuous beat through music, and aided other coordination and motor skills. 2nd and 3rd graders (independents) were taught how to follow along in a song and were taught how to recognize different meters (i.e., waltz vs. march). This group really started to enjoy music. They could apply their reading skills and found it a challenge instead of just a fun time. In the 4th to 5th grades more technical principles were applied (i.e., harmony, notes, rhythms, etc.), and by 6th grade it was hoped that the student would have many of his basic skills down so when he went on, he would not feel musically illiterate.

Overall, Ruth conveyed to me a very positive experience. She recommends and challenges us that are musically inclined to become music educators. There is a need and it is a very rewarding career.

Student, Teaching.

by Holly Lang

"How much are you getting paid for this?" Yet again, irrepressible ninth-grade curiosity interrupted my class. "Nothing," I replied. "In fact, I'm paying to do it." "What?," my student yelped. "You're crazy, man." Another joined the inquisition. "Do you like teaching us?" He sounded as if he were saying, "You actually like eggburgers?" I confidently answered, "Yes", even though I was not that sure.

During first semester, I taught ninth grade English at West Seneca High School, near Buffalo. I taught five periods, broken into three classes: Enriched, the honors group; Regular; and Special Non-Regents. I prefer to call them by their nickname, Sners. These students have emotional, or learning disabilities, and reading levels between second and sixth grade levels. On my first day, I asked my cooperating teacher why the Sners were seated in every other seat. He replied, "It's so they can't hit each other." If you've seen *The Breakfast Club*, you know what I was up against. As I worked with the Sners, I realized how difficult school is for kids who are slow learners, branded as criminals. I noticed something from the absentee list which demonstrated a part of their struggle. Every day, at least a third of my Sner class was tardy. I also saw many of them in the halls before homeroom, eating candy bars, and drinking pints of milk. I realized that this is their only breakfast, and the reason they are often late is that no one at home can be bothered to see that they get up in time for school. I don't know how parents can see their kids wandering around in a drug-induced fog all the time, wearing the same grungy clothes, and not wonder if something's wrong. I decided to try and make my classes a haven for these kids, where they wouldn't have to worry about being unnecessarily hassled. They responded well. Of course, being ninth-graders, they took advantage of my generosity at times. Occasionally, everything got out of control, and I felt betrayed, after putting so much into their class.

I also taught two classes of "regular" students, and, boy, do I use that term loosely! These were my biggest classes, about 27 students, and one was at eight o'clock. If you think eight o'clocks are hard to get up for, try teaching them! My first period class was lively, and I would swear that the entire J. V. football and wrestling team were in it. I was timorous about teaching a unit on poetry to such a crew, so I made it short. They were livid that the unit was done so quickly, and that they didn't get a chance to write their own poetry. One of my favorite memories is of the J. V. football captain, while I was reading an Emily Dickinson poem. A friend was whispering to him, and he said, angrily, "Shut up! I like this stuff!" How was I to know that adolescent boys like poetry?

My last two classes were enriched students. These were smaller groups, six and fifteen students, and I was able to relax and have fun. I did a unit on *Twelfth Night*, by Shakespeare, and for our in class listening, Casda Liddick, Andrew Knisley, and I made a tape of various scenes. We had a blast, and often burst into raucous laughter as we taped. My students loved these. One day, as my advisor from Houghton was observing me, we were listening to a particularly riotous section, and some of my students abruptly yelled out, "Were you guys drunk when you made this?" "No, man, they were on LSD!" "No, had to be crack, dude!" As names of illegal substances flew through the air, I glanced fearfully to the back of the room where my advisor sat. I didn't know whether to laugh it off, or act offended. It's depressing to realize that for some high school students, laughter and fun are inextricably associated to being drunk.

My favorite times last fall were the evenings, when everyone got together and shared funny stories about their days. The business interns were wide-eyed at our tales, and we at theirs. Sometimes I wondered if it wouldn't be nice to look forward to a higher starting salary, especially when one of my friends came home one day with her Christmas present from the company she interned with - a hundred dollar gift certificate. Trying not to be bitter, I reflected that I had gotten goosebumps from reading Poe's "The Raven" that day in class. There are not many concrete rewards in student-teaching, or teaching. I chose to teach because, "What could be more wonderful than dealing with literature all day? It's a dream!" It certainly was. The closest I got to dealing with the written word for the first few days was erasing it from desk-tops. I found out, though, that kids aren't hard to love.

The world has always been scary for adolescents, but recently it's become terrifying. They have an incredible need for people who will be generous with themselves. High school students are of keen intelligence, abysmal stupidity, surprising grace, and appalling ruthlessness. They are perceptive, and know which teachers are not teaching for, and because of the students. Unless your purpose is to instruct and help them, you shouldn't student-teach. It's not something to fall back on because you don't know what else to do.

Ballerina
Extraordinaire,
Happy
Valentine's
Day!
Luv,
BPR



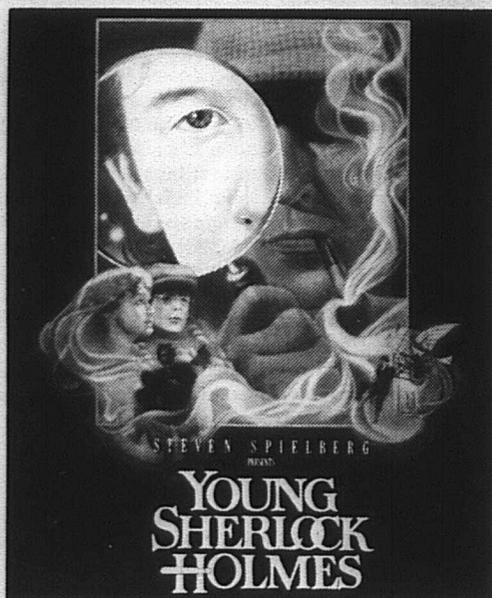
Hoser,
Thanks for always being
there. Sorry I can't afford
a nicer way to say this.
Happy Valentine's Day!
The Mexican

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all over my car-
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put a smile on my
face.

Love,
Sandy



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MEET: Carol B. Henretta, M. S.,
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