



Graduate Program In Education Slated To Begin In June 2008

By Katarina Kieffer.

The Houghton College Education Department recently announced the formation of a new Master of Education (M.Ed.) in Literacy Education program, slated to begin in June of 2008. The M.Ed. program is the second new Master's program to be announced this year, following the Master of Theology program as the second non-music graduate programs to be formed at Houghton.

The new M.Ed. program is a natural route of development for Houghton College; for at least three years, Education has been the most popular major for incoming students. In the

state of New York, students who graduate with their undergraduate education degree are required to obtain a Master's degree within five years in order to continue in their profession. Since Houghton students are required by law to continue their education, it will be convenient for them to remain at the same institution and build on the foundations they already have.

According to Dr. Mark LaCelle-Peterson, chair of the Education Department, Houghton's Education students are "top-notch;" in his experience, students who have graduated with education degrees from Houghton have fared well at schools such as Harvard or Columbia, and even

reported boredom in less-challenging programs. By necessity, then, one of the primary goals of the M.Ed. program was to continue a "high-quality" education that builds on Houghton's "vigorous [undergraduate] program."

In addition to the quality of Houghton students, LaCelle-Peterson stressed the importance of faculty in the decision to form the M.Ed. program. "We have an incredibly strong faculty in education," he noted, adding that "all of the [Education] faculty could be teaching at the [graduate] level." With a top-notch pool of professors available, and a ready supply of potential students, it made sense to form a program to accommodate the demand. According

to LaCelle-Peterson, the vision of the M.Ed. program is "quality students, quality faculty, quality program."

The program offers two "tracks" for potential students. The 14-month "accelerated track" is appropriate for full-time graduate students, and a 26-month "standard track" is offered for students who are full-time teachers or volunteers. By offering these structured options, the program maintains a sense of coherency and allows for courses to build on one another in an optimal fashion, while specifically targeting its two intended audiences: Houghton students and teachers in local schools. Setting up a program that would

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SPOT, Paper Airplanes Highlight Purple and Gold Week Festivities

By Rebekah Miller

Situated just one week before Valentine's Day and two weeks before February Break, this year's Purple and Gold Week featured a number of special events and interesting campus innovations. The cafeteria even featured soft serve ice cream available in gold and purple colors. (One student who missed most of the week's festivities, however, did comment that they had noticed the cafeteria "had got a new kind of vanilla.")

Megan Roll, a senior, and Joshua Strange, a freshman, were chosen by the Student Government Association (SGA) to act as co-chairs and organize

the week. Their goal, according to Strange, was "to make the week a fun week." Since this was only the second year in recent memory that Purple and Gold week has taken place, much of their energy was spent on "getting it more organized." Even though the week had a few glitches—Strange specifically lamented a failed halftime event at a basketball game, as well as a karaoke-comedy night turned comedy-night-only—both co-chairs expressed satisfaction with the week's events, saying they were "happy with how it turned out."

Strange did note, however, the seeming lack of student response and enthusiasm, saying, "Students are still

trying to get used to Purple and Gold Week." Even though there were not as many competitions between teams compared to last year, "the overall week was a good time."

Monday ushered in the beginning of the week with a give-away of purple and gold shirts. On Tuesday, the men's and women's basketball games took place with the women winning 56-53 and the men losing 49-42. Despite the men's loss, however, crowd morale remained high, as the court was surrounded by purple and gold streamers, complimentary pom-poms, and balloons. Jillian Parsons, a sophomore who attended the game, remarked, "It was exciting...it looked

like a lot of people were having fun."

Wednesday's comedy night featured Houghton alum Derrick Tennant. This was followed by the Houghton Fashion show on Thursday night. Johanna Hummelman, a sophomore and an attendee of the fashion show, exclaimed, "I loved the retro gear from the fashion show." Freshman Jordan Benkelman was also excited about the event. "I loved the clothes give-away because I won a sweatshirt...it saved me fifty bucks." The excitement (and the free merchandise) continued into Thursday night at the CAB game show, *The Match Game*, with over 100 prizes given away to participants.

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THE WORLD OUT THERE

By Thomas Lerew

Campaign 2008 Update

With Mitt Romney recently bowing out of the race, John McCain looked to move further ahead in the delegate count this week while Hillary Clinton looked to curb Barack Obama's momentum. On the Republican side, Mike Huckabee further held up a McCain nomination as he won Kansas and Louisiana and McCain won Washington last weekend. On Tuesday, McCain swept Washington, D.C., Maryland and Virginia. McCain now leads Huckabee in delegates by a count of 819 to 240. Obama swept all contests this week, winning in Louisiana, Nebraska, Washington, the U.S. Virgin Islands, Maine, Washington, D.C., Maryland, and Virginia. The recent increase in Obama's momentum prompted Clinton to fire her campaign manager on Monday. The Democratic delegate count now shows Obama with 1272 compared to Clinton's 1231, according to RealClearPolitics.

McCain Appeals to Conservatives

John McCain tried to convince conservatives at the annual Conservative Political Action Conference (CPAC) that he is worthy of their support as he will work to take up causes they believe in. President Bush entered the campaign fray and endorsed Senator McCain as a "true conservative" that he feels would do the country well as his replacement. 30% of conservative activists polled said they would not support efforts to elect McCain but would instead stay home on Election Day.

Defense Secretary Gates Says Europe Not Doing Enough for Afghanistan

Robert Gates, U.S. Secretary of Defense, challenged European NATO members to do more to support military efforts in Afghanistan. Gates suggested that European nations did not fully understand the gravity of

the threat that a failed Afghanistan would place on Europe's safety and stability. Specifically, Gates wants NATO members to send troops to the southern regions of Afghanistan where the fighting has been most fierce. However, many foreign leaders are feeling political pressures at home to pull troops out entirely.

President Bush Says Prayer Will Make a "Freer World"

The president addressed the 56th Annual National Prayer Breakfast last week saying that the U.S. must rely on God to make a "freer" world through prayer. "Prayer has strengthened me in times of personal challenge. It has helped me meet the challenges of the presidency," he said. "The meeting primarily focused on helping the poor and sick in Africa. The U.S. has delivered over \$17 billion to Africa over the last five years and the president is asking Congress to increase that number to \$30 billion.

China Thaws From Winter Storm

A snowstorm in southern and central China that caused major power outages, transportation bottlenecks, and food shortages is finally beginning to subside as the nation begins to dig itself out and return to normal. Citizens have verbally expressed their displeasure with the government's reaction to the crisis as they pride themselves on competence and efficiency.

Tornadoes Ravage Southern States

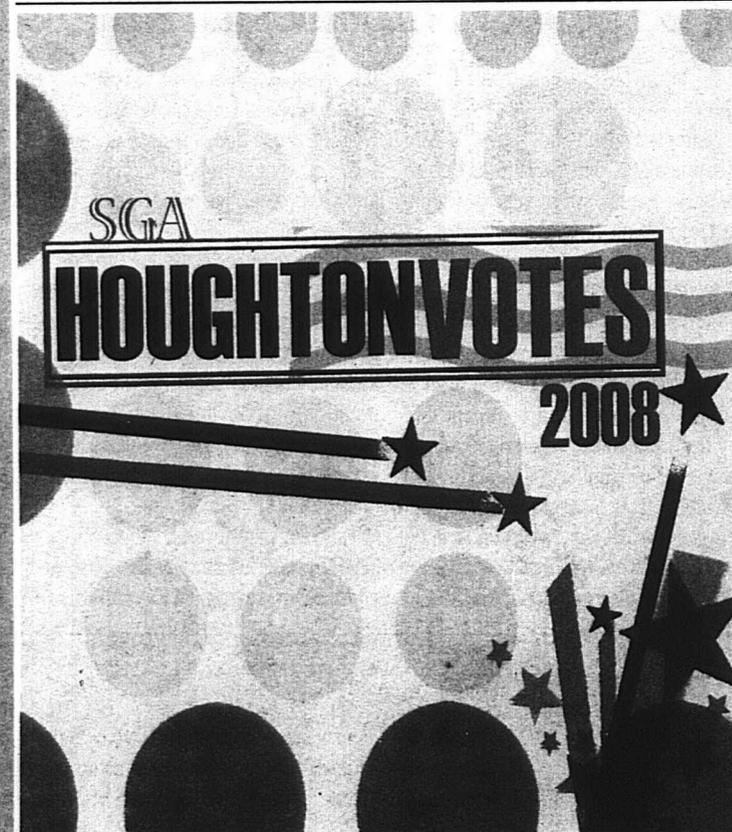
Tornadoes stretched out over several southern states claiming the lives of at least 52 people last Tuesday evening. This included twenty-eight in Tennessee, thirteen in Arkansas, seven in Kentucky and four in Alabama. Hundreds were reportedly injured. Authorities say that this is the worst collection of tornadoes the U.S. has seen in a quarter century. The tornadoes destroyed all structures in their path. The total estimate of amount of damage caused has not yet been calculated.

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specifically attract local teachers is part of what LaCelle-Peterson sees as the core facets of the program: "Christian commitment; service orientation of both the faculty and the students, [and the] level of academic rigor" all set Houghton's M.Ed. program apart, but the element of community involvement is perhaps the most unique facet of the program. The concept of service learning is an integral part of a general Houghton education, as every student who has taken FYI well knows. The M.Ed. program continues this emphasis, encouraging "intensive involvement and service to local school." Not only is service learning emphasized by the Faculty for Houghton students, but the students themselves; the goal, according to LaCelle-Peterson, is for M.Ed. students to "get local kids involved in service learning" via their own commitment to service.

"I'd love it if we could start with between fifteen to twenty students in June," LaCelle-Peterson remarked, adding that 20 new students every

year would be a good rate to maintain. Eventually, the Education department hopes to expand the masters school, envisioning "adding one or two more programs" to meet the growing interest in Education. Yet LaCelle-Peterson noted that this is a building process; with the beginning of this first M.Ed. program, there is already hope of "adding more strands...upto three sets of programs," but the main focus right now is on developing the current program.

Because of state requirements, the program's scope is currently limited to certifying students as Literary Specialists for birth to grade 6. This does not mean, however, that students who graduate with their M.Ed. from Houghton have to work within that field. "You don't have to be a literacy specialist," LaCelle-Peterson emphatically asserted; of course, students will be prepared for that career track, but for those who want to teach, the program will enable them to "be the best classroom teachers they can possibly be." 





Stephen Crane Brought To Life: Film Lecture Series Features "Safe"

By Katherine Thompson

Professor Ted Murphy chose Todd Haynes' provocative film "Safe" to be shown for the latest installment in the Film Lecture Series. Haynes, director of the new Bob Dylan film "I'm Not There," wrote and directed "Safe" in 1995, starring Julianne Moore. Moore plays Carol, a suburban housewife who develops Environmental Illness, a severe allergy to the chemicals exuded from daily atmospheric situations, such as car fumes, hairspray, and newspaper ink. As Carol's condition worsens, she moves to a chemical-free rehabilitation center, but fails to improve.

In a style that tributes Antonioni's "La Ventura," Carol is studied in long, steady frames that tirelessly fight to penetrate the inner psychology of a character disconnected from her surroundings. These crisp, unrelenting scenes suggests this film is about more than an individual suffering from EI – which is, sadly, what many critics seem

to believe – but this film pursues the naturalistic thought that humankind is affected and determined by its environment. (American Literature students, here is a Stephen Crane poem for the screen.)

Carol is a character who never affects others or her surroundings. What information she receives from her environment, she adopts as her identity. This negatively affects her ability to understand herself outside of it, especially as she physically and psychologically begins to disconnect herself from her surroundings. Just as naturalistic ideas might suggest, as Carol's loss of her identity, represented by this disconnection, presents her as a product of the environment rather than a free willing individual. Carol's disconnection is apparent in two parallel scenes at the very beginning and end of the film, framing the entire story with Carol's psychological state. These two scenes intensely study Carol's face, and all we see is a sort of isolation, almost

as if she has turned into herself while under our observation.

Whether or not this film was well received by the student audience of Houghton (and, from those I've talked with, it seems that it was not), it cannot be denied that Haynes successfully stylized aspects of Naturalism to more fully examine his character's inner psychological response to her environment. The naturalistic implications are more apparent when this film is compared to Charlotte Perkins Gilman's short story "The Yellow Wall-Paper," to which "Safe" actually makes clear allusions. Gilman's narrator is put under a rest-isolation treatment so that she may improve her mental state. She is put into a room where the walls are covered in oddly patterned yellow wallpaper that becomes the fixation of her developing insanity. The yellow wallpaper is ubiquitous to the narrator – she cannot escape her color-walled surroundings. This ubiquity can be seen, or rather

heard, in "Safe," where white noise is a constant low tone throughout the film.

The eerie soundtrack of the film smartly emphasizes these noise produced from airplanes, humming refrigerators, and light fixtures. This noise, suggests, as the yellow wallpaper does, that Carol's surrounding have penetrated her mental state, affecting her with its constancy.

Throughout the film, the color yellow is presented symbolically, suggesting a tribute to Gilman's story. Twice the film concentrates on wilted yellow roses resting in Carol's palm, not only suggesting a tie to the story, but also Carol's own decay physically and mentally. These roses, in their wilting, seem to deepen their yellow, representing an aging or a worsening condition. When Carol has her first serious allergic reaction to the chemicals fuming from the car driving in front of her, she pulls into a parking garage and is suddenly enclosed by thick yellow cement pillars, paralleling the

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The paper airplane competition was perhaps the favorite of the week. The gold and purple paper airplanes folded by students went to five-year-old Hunter, a Fillmore child diagnosed with Burkitt's cancer. Laura Jackson, a studious sophomore who felt too "lost in school work" to "contribute as much as [she] could have" to the Purple and Gold events, found the event dedicated to Hunter to be meaningful. Elyse Drum, senior, remarked, "The planes went well, even though people didn't get into [a competitive] spirit—they were just folding paper—as far as Hunter was concerned, it was a good thing."

As a senior and member of the SGA Cabinet, Drum was especially concerned with the lack of school spirit and participation in this year's Purple and Gold Week. She felt as if the week's events were "not advertised" and seemed "thrown together." In reference

to the Purple and Gold teams, she lamented that "there was no fostering of loyalty." While many alumni remember their own version of Purple and Gold Week, Winter Weekend with fond memories of team competition and loyalty, today's students arbitrarily pick up t-shirts with no regard to team loyalty. Jackson admitted she picked the purple t-shirt "because yellow clashes with my skin tone." Joel VanderWeele, sophomore, commented, "I was not a color, although I received a free gold shirt."

School spirit and rivalry did pick up significantly, however, on the dodgeball court on Friday, as teams faced each other in a brutal showdown of Purple vs. Gold. Emily Rinehart, a member of the victorious Purple team, commented, "I enjoyed the dodgeball game... although Jocelyn [a fellow teammate] and I were scared to death when we signed up...the fear went away as we started playing." Sophomore Naomi

Wilson enjoyed being a spectator, stating that both teams "played a heart-stopping game."

The clear highlight of Purple and Gold Week was Saturday night's SPOT. Ben Stanford, sophomore, reflected upon the night saying, "Considering [Mark Satta, Jennifer Miller and Ian Taylor] had three weeks to plan it, the fact that it was the best SPOT ever was nothing short of miraculous." Sporting a "no-theme" theme, hosts Satta, Miller, and Taylor spent long hours organizing a night which featured acts such as "You Can't Stop the Beat" from *Hairspray*, Daft Punk's "Harder, Better, Faster, Stronger," a "live" wooden dummy, and a Houghton-inspired National Geographic.

While many appreciated the acts themselves, the individual performers certainly added to the show. Jeff Anderson commented that "SPOT was amazing... Mark Satta did the best job in all his personas." An anonymous

female student remarked, "Seth Frndak makes a really pretty girl." She also expressed surprise that "a music major actually had abs" in reference to Drew Burke's performance in Cheech and the Chimichangas' rendition of Queen's "Bohemian Rhapsody."

Purple and Gold week's effects continue to linger on campus. Johanna Hummelman reminisced, "I liked ending the Purple and Gold week with [SPOT]. I feel rather nostalgic now." Many who wish to remain anonymous still have physical remnants from the week: mainly, cafeteria cups. When asked if he was looking forward to next year, Joel VanderWeele declared, "No." He later added, "[But] it will probably surprise me again."

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From the Editors' Desk...

The *Houghton Star's* Student Proposal For Integrative Studies

Never shy of a challenge, the *Star* editorial staff takes up the faculty on their invitation and proposes a new Integrative Studies curriculum.

From the Editorial Staff

Last week's faculty meeting closed with an invitation for "proposals for an Integrative Studies curriculum between 44 and 48 hours." As reported in the *Star* two weeks ago, the core general education requirements that purport to be distinctive of Houghton are being reevaluated ahead of a transition to a four-credit hour course system. Most likely, the faculty expected to field proposals only from other faculty members, since the invitation was not publicized in any meaningful way. Faculty members of such a mind, however, were wrong. Students have not been adequately consulted over the future of the institution to which they have devoted tens of thousands of dollars. Moreover, as the future bearers of Houghton diplomas, students have a significant interest in the ongoing academic quality demanded by the college.

What follows is an Integrative Studies (IS) proposal from the editorial staff of the *Houghton Star*. The proposal does not conform neatly to any one editor's personal vision for IS, but instead represents a compromise of sorts. We strongly encourage the

faculty to consider our proposal as stemming from an authoritative source outside of the suppressed wheezing that can sometimes plague the faculty. We're confident that only particularly callous faculty members would accuse us, mere students, of engaging in "turf protection" over our respective majors.

Note that in our proposal when we use the phrase "demonstrate proficiency," we refer to some standard to be agreed upon by the faculty as a whole that would serve as a worthy substitute for the requirement. Ways to demonstrate proficiency might include SAT scores, a particular number of courses completed in high school, or a competency test taken by incoming students. We leave the final determinations to the wisdom of the faculty, but include our suggested proficiency levels.

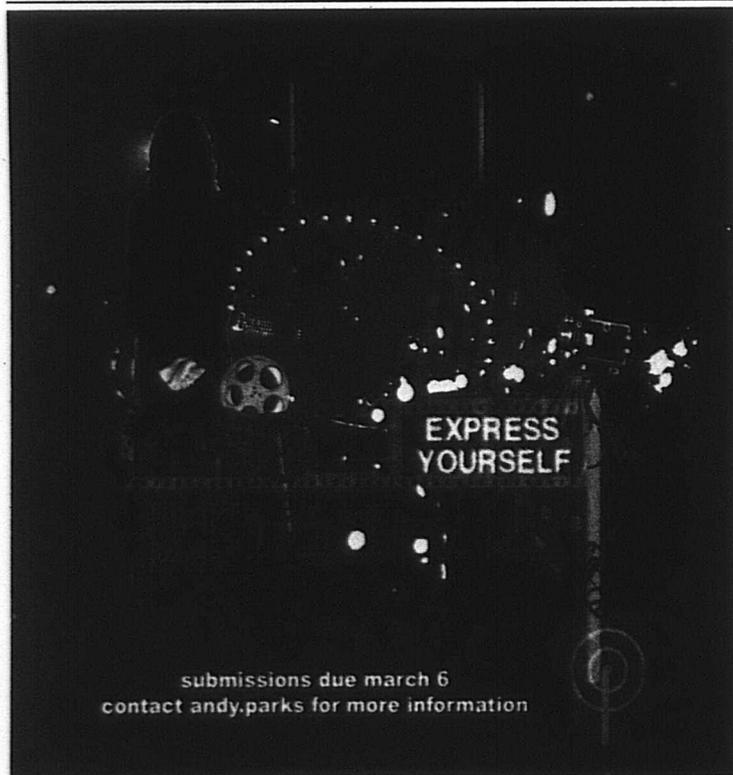
Finally, we would add an important disclaimer: there is a marked difference between *good* classes and *required* classes. While all required classes should be good classes, not all good classes should be required classes. Indignant faculty members should note this fact before submitting their letters to the editorial staff next week.

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The STAR I.S. Proposal: The Breakdown

4 Credits in Math, Science
4 Credits in Foreign Language
4 Credits in Writing
4 Credits of Social Science
3-4 Credits in Fine Arts
4-6 Credits in Bible, Theology
4 Credits in History, Philosophy,
Literature
0 Credits in Phys. Ed. (4 Semesters
Activity)

Total: Maximum of 46 Hours



submissions due march 6
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room where Gilman's narrator stays.

The clearest, rather chilling, allusion the film made to "The Yellow Wall-Paper" was when Carol is asked to describe her childhood room. She fumbles, clearly unable remember much, accept that the wall paper in her room was yellow. This distinctive reference cannot be dismissed, drawing more questions concerning the parallels between "Safe" and the short story. It particularly reaffirms that Haynes meant for his audience to examine the environment's internal effect on Carol rather than its external effect, in the same way Gilman's narrator is affected.

In the final scene of the film (which produced a groan of dissatisfaction from student viewers), we see Carol has digressed in her imprisonment. From a large house to a chemical-free cabin, she now is in a small white pod that nods at "2001: Space Odyssey." This

new prison may be the vessel furthering Carol's digression into mental sickness. The bed, a white metal frame standing conspicuously in the middle of the pod, looks bolted to the floor, as is the bed of Gilman's narrator. Carol finishes the film by reciting words she had been told to say into a mirror, suggesting her digression will continue. She is still adopting the information she receives from environmental forces, which will continue to hinder her ability to understand her own identity.

With no intention of entertaining his audience, Haynes' film delves into the effects of environment on the individual's psyche, and delves with success. The abrupt and vague ending which seemed frustrating to Houghton viewers was constructed to cue conversation from the audience. Ted Murphy may have heated students on his hands for the next week, but I vote he picked well. 



Preface:

Houghton College is a Christian liberal arts institution that historically has been committed to equipping students with a general foundation of knowledge that canvasses the history and culture of human civilization. We affirm the words found in Houghton's stated definition of the liberal arts, that "to receive a liberal arts education, therefore, is to receive a great inheritance—an intellectual inheritance derived from the accumulated learning of the ages."

We believe in a curriculum that emphasizes a group of classes that constitute a "core" of foundational education that all Houghton students must master. In other words, we advocate required courses that encompass information that we believe no Houghton graduate should be without.

The Required Curriculum:

4 Credits in Mathematics and 4 Credits in a Laboratory Science

Students must take one math course and one lab science course. The mathematics and lab sciences components may be met with demonstrated student proficiency. Our suggestions are that the lab science requirement be met by four years of high school lab science with an NY State average of 88 or better, and that the math requirement be met by either 4 years of high school math with a NY State average of 88 or better or by completing the equivalent of College Algebra and Trigonometry.

4 Credits in Foreign Language

Foreign language currently enjoys a disproportionate number of required credits when compared to other important areas of study. While no Houghton student should graduate with, for example, 8 required foreign language credits and 0 required history credits, neither should a Houghton student graduate with no exposure to a foreign language whatsoever. A minimal requirement is thus preserved. It is important to note, however, that the fundamental building blocks of language-learning follow the same initial pattern at the collegiate level as they do on the high school level. This requirement may be met with demonstrated student proficiency; indeed, for most students, it will be. Our suggestion for demonstrating proficiency: two years of high school language with an average of 88 or better.

4 Credits in Writing

Our staff was split over the effectiveness of the writing requirement. While some had gained much-

needed individual attention in important writing skills, others lamented that they had not been helped at all to write in their academic discipline. Because good, substantive writing is required in most majors, we could not reach a consensus on whether the writing requirement should be preserved.

As a compromise, however, we agreed on the following: four credits of writing will be required, with students having the option of exemption based on their SAT Writing and Verbal scores. We further recommend that the bars on these tests not be set unreasonably high (roughly 50% would probably be exempted), and that more attention be given to the desires of students who wish to fulfill this requirement in discipline-oriented writing contexts.

4 Credits in Social Science

Students must take one 4 credit course in one of the social sciences (Anthropology, Economics, Political Science, Psychology, Sociology).

3-4 Credits in Fine Arts

Students may either take one 4 credit course in the fine arts or complete three semesters of ensemble participation.

4-6 Credits in Bible and 4 Credits in Theology

Every student will be required to take one 4 credit Bible course and one 4 credit Theology course. Students, however, who enter Houghton without a strong familiarity with Biblical texts will be required to complete a 2 credit introductory Bible course. This will ensure that every student is competent to enroll in the 4 credit Bible requirement, as well as allow the Religion faculty to construct a course that is sophisticated in scope and depth.

4 Credits in History, 4 Credits in Literature, and 4 Credits in Philosophy

History, philosophy and literature are each inseparable from the tradition of the liberal arts. While these disciplines have some areas of overlap, their essential and separate value to a rudimentary understanding of Western civilization demands that every Houghton student master material within each of these areas of study. Houghton offers a unique and compelling exposure to these disciplines, and we recommend that no proficiency be offered to students in these areas.

0 Credits in Physical Education; 4 Semesters of Exercise Required

We propose no formal credit requirement for Physical Education. It is our belief that the point of such a program is to teach and encourage a healthy way of

life, and we affirm the goal. We disagree, however, with the means currently employed. Our staff was split over the inclusion of Lifetime Wellness—some of us found it beneficial, others did not—and opted to exclude it from our list of requirements.

We do propose, however, that students be required to construct and complete four semester-long exercise routines, in consultation with appropriate overseers. They will not receive academic credit for this exercise, much as students formerly did not receive credit for completing Library Research. (Remember those days?) Current PE courses may be substituted for semester routines, and choosing to take Lifetime Wellness may substitute for two semester routines.

Our current requirement of two half-semester P.E. courses, coupled with an introductory class that is at best a mixed blessing, does *not* produce healthy students. If the Houghton faculty is serious about helping form well rounded (no pun intended) students—and we've heard it so much, the faculty must be—then it will require more physical activity. If the faculty isn't willing to do this, *it should drop the requirement altogether.*

Conclusion:

This proposal's total number of required credits (46) falls within the range requested by the faculty. The average number of credits that students would take to fulfill I.S. requirements, however, will be much lower. Many students will come to Houghton having already met the requirements in various areas of study. (For example, the average number of required I.S. credits that would have been needed by the *Star* editorial staff was less than 40.) We expect that most Houghton students will not need more than 38-42 I.S. credits, if even that.

We forswore fancy section headings in favor of a common-sense approach that would eliminate unnecessary student requirements. We now leave the future of Houghton's liberal arts to the faculty. For what it's worth, however, you now have at least *some* student input into this important discussion. Don't mess up. It's our money, and they're our diplomas. 

Faculty members who wish to register any support for the *Star's* proposal are encouraged to do so by e-mailing STAR@houghton.edu.



Dear Editors,

In last week's paper, Dr. Meilaender brought questions about the campus's smoking policy to the attention of the Houghton community, contrasting the effects of smoking with those of alcohol and dancing. He concluded, "There are no good reasons for a ban on smoking by those of legal age." I, like Dr. Meilaender, admit that pipes are classy and have "a certain flair." What is more, for those whose suspicions are being raised, let me say that I have occasionally enjoyed a pipe-full while feeling the wind in the mountains of Oregon, or sitting in the company of dear friends while thoughts turned to metaphysics and the nature of humanity.

Many people are aware of the harmful effects of smoking, such as the damage to the lungs (and potentially to the brain). These concerns are valid. Yet, as Will Airhart implied in his article last week, these health concerns become valid only with abuse of the substance. As is true of most other things, overuse is usually unhealthy (even in relation to food). It is also true, however, despite many non-experienced people testifying to the contrary, that enjoying a pipe-full among friends enhances conversation and promotes strong community. People should not smoke and drink for the effect alone, but rather for the joy of being alive in Christ and in communion with his people.

Despite this, and to return to Dr. Meilaender's conclusion, there are good reasons for a ban on smoking by those of legal age for three reasons. First, nicotine (a substance present in pipe tobacco, cigars, and cigarettes) does have addictive qualities, which are less strong in pipe tobacco, but present to a greater degree in various cigarettes. To the degree that it is a substance that can easily become a snare for various individuals, Houghton does have reason to be concerned.

Second, Houghton is not simply a gathering of individuals; it is a community. Further, Houghton is not a utilitarian community seeking to accommodate the preference of the

majority. Instead, it is a community that seeks to create a specific kind of environment for its members. There do not have to be moral or even academic reasons for justifying a given restriction. Reasons such as choosing to adopt a certain clean and professional lifestyle for the community may be sufficient. The college has a certain physical, academic, and social status that it seeks to maintain, as shown by its well-kept grounds. There is no reason for cultivating the trees, flowers, and grass, except to promote a certain kind of environment that seems desirable. In the same way, banning smoking may be an amenity that is justifiably restricted for the sake of the community life. Although, I do not think it would be a bad idea for Houghton to allow smoking when off Houghton College property.

Finally, I am skeptical of the claim that a person smoking twenty yards from a building has *no* negative effect on the community. Having been enrolled at a campus where smoking was prohibited in campus buildings but permitted on campus grounds, I will be the first to affirm that it does affect the community. For better or for worse, it impacts everything from the smell in the air to intrapersonal communication (though I would also argue that cell phones and iPods are more damaging to personal communication than smoking). Because of the addictive quality of cigarettes, individuals are more likely to stand off alone and "take a smoke" than to interact with those around them. Though the effects of smoking in public places on a campus like Houghton may seem small from the outside, don't take lightly the negative influence that something as insignificant as smoking may have. It is difficult to maintain a vibrant community, and at times good things must be forgone for the sake of the whole. There is a time and place for most things; perhaps this is not the place for smoking.

Gerad Gentry, Class of 2010

Dear Editors,

I was surprised to read last week's reasoned and principled attacks on Houghton's smoking policy in the *Star*. Professor Meilaender's dissection of our smoking ban was thorough and convincing, and Will Airhart's editorial brought tears to my eyes for the first time since I handed out cigars to all my friends as we celebrated his birth.

Indeed, Mr. Airhart's editorial brought back many happy memories of tobacco. I remembered my old office at SUNY-Geneseo, an office always filled with smoke from Valentin Rabe's pipe, my colleague from across the hall. I remembered the last day I smelled that pipe, the last day it was legal to smoke in a public building in New York State. We gathered in Professor Rabe's office, he lit up, and we all wept, knowing that an era had passed and that the secular Puritans had once again stripped the altars bare.

I remembered my graduate seminars, where great ideas and delicious gossip were lubricated by California wine, while the air hung thick with smoke. I remembered crowded London restaurants where the cigarette smoke was a welcome contrast to the diesel fumes outside. I remembered being happy.

I smoked at a young age. I was six and in first grade in Regina, Saskatchewan. It was my older brother Matthew's doing. He found the cigarette package, he found the matches, he lit the cigarette, he put it to my lips. And I inhaled, deeply, and immediately knew that this was one of the worst moments of my life, and a second puff never crossed my mind. I remember feeling guilty and confessing to my father, who promptly gave me a good spanking. But there had been really no need to punish me; this early encounter with tobacco had erased any desire for a cigarette, and I never smoked again. A bad habit was nipped in the bud.

Other habits, though, took root and flourished. I remember when I was four in Victoria, British Columbia and I was stealing crabapples with Matthew (again) and his friend Buster.

I remember the old man who owned the tree coming out of his back door and hollering at us; I remember throwing crabapples at him; I remember that he died the next week. Why did I want to take the crabapples? Was I hungry? No, and anyway, they were sour. Did I succumb to peer pressure? Maybe, but I was only four. I do remember enjoying the thrill of disobedience and the sheer pleasure of destroying those crabapples, even at four. And these things, alas, did take root, and I have since found in the academic life many opportunities to indulge my rebellious and destructive urges; I can often hide them as analytical skills. My teachers recognized my talents early, and they called me a promising boy.

Since coming to Houghton, the ban on smoking has not been a burden to me, and I have occasionally even enjoyed the shared moments of moral superiority we have together as a community. We are pleased that we do not live as others do. But I occasionally find myself missing my friends who smoke, and grieve that I live in a community in which they would not be accepted, but I am. I feel guilty about their exclusion, because I know that in many significant ways, my old friends surpass me in the living of a Christian life. If we can find fault with their smoking, I can't find fault with their fine moral qualities: their generosity, tolerance, and hospitality. Mostly, though, I miss them: their warmth and humor, their wit and wisdom, their intellects and insights. We could use them around here. But they aren't here because the way in which they fall short of the glory of God is not acceptable to us, while the ways in which I fall short of the glory of God are.

Newspapers should make us think, and your last issue certainly got me thinking. What's next? How about a defense of gambling?

Cameron Airhart
Professor of History



How Blue Can You Get? Java 101 Hosts Blues Night

By Steve Woolsey

On the evening of Monday, January 28, a handful of students and musicians gathered down in Java 101 for an evening of blues music. The house band played a few songs, and then began to invite players onstage to join in. Two weeks later on Monday, February 11, a larger group of musicians drew an even bigger audience. Talent is coming out of the woodwork now; this past Monday, nine or ten instrumentalists joined the jam. In two weeks' time we've seen guitarists, bassists, drummers, violinists, a cellist and a harmonica player. Highlights of the night included standout performances from Bryan Overland, a freshman saxophonist, and guitarists Jody MacDonald and Ray Eaton. I'm hoping for some singers, pianists and a trumpet or trombone player to mix things up in the future. I was excited to see that a number of the attendees from the first jam returned once again, bringing friends and spouses to the next event.

I spent the past summer in Chicago, known 'round the world as the "Home of the Electric Blues". Almost every night during the three and a half months I was there, I'd head out to a blues club to watch a show, mingle with the musicians there, or play at a blues jam. It was on these occasions that I was thoroughly exposed to the blues, and I was privileged to meet and play with a number of bluesmen of all ages, backgrounds, and notoriety. I was intrigued by the way four or five guys who had never met each other could get up on stage and, after a few seconds of talking, put on some of the tightest performances I had ever seen.

These experiences have had an immense impact on how I approach the performance and composition of my music. The men and women who have been playing the blues every night since they were in their teens are absolutely the real deal. Some of the older bluesmen can't even read,

and many don't have driver's licenses. Life has been hard for most of them, but they all find joy in the music from which they've carved an identity for themselves. Playing the blues is an art, not a science. Those who scoff at the evident simplicity of the blues fail to appreciate its subtleties. It's not for everybody; the blues isn't an academic style of music, so don't expect it to be. Blues music is all about feeling, emotion, and storytelling: little nuances developed over the years that you can't quite put a finger on. You have to pay attention to the origin of each song, for each one has a story.

I am bringing the "blues jam" concept to Houghton College in hopes that it will become a tradition that stays long after I graduate. I want to encourage getting back to the roots and increase awareness for the blues in this area, and provide a public venue for musicians of all types to come together and make beautiful art for all to enjoy. To me, a blues jam seems like the perfect way to do this. There are tons of great musicians on campus, and even more music lovers, but the opportunities for these people to interact musically outside of a formal ensemble or worship service is limited. Jamming not only improves the ability to improvise, it often results in some really great music and is a whole lot of fun for both listeners and musicians alike.

Every other Monday night at 9pm we will play down at Java 101 and we'd absolutely love to see you there. Amps, mics, drums, and a keyboard will be on hand, as well as a house band to back up any soloists. All you need to bring is your instrument and a heavy dose of soul. Singers are encouraged to attend as well, and can contact me by email (SteveJ.Woolsey@houghton.edu) if lyrics and music is needed. You'd probably do well to familiarize yourself with some blues tunes, the structure of 12 bar blues, the changes, etc. If you hang around the jam long enough you'll pick that up as well.

In the meantime, check out some of the classic blues albums at the music library, or look online at Ruckus or iTunes for an almost limitless wealth of great blues music. Anything from the Three Kings (B.B. King, Albert King, or Freddie King), Buddy Guy, Hubert Sumlin, John Lee Hooker, Muddy Waters, Howlin' Wolf, Lurrie Bell, or Taj Mahal will certainly give you a healthy dose of inspiration.

I hope to see you at the next blues jam -- keep checking your email for updates.

Steve is a senior Business major.

Letter To The Editors

Dear Editors:

My take on the chapel presentation by Jay Richards was slightly different than that of my friend and colleague, Meic Pearse. In my view Jay Richards challenged some Christian thinking and misinformation about market economies and capitalism. Some in our community attack capitalism as somehow anti-Christian and some consider those of us who promote business in the free market system as in it for the money. How unfortunate!

I agree with Professor Pearse that God has not chosen capitalism as the Christian economic model anymore than He has mandated some form of socialism as some would have us believe. Perhaps God does not command us to create wealth even if Richards implied that, but there certainly is nothing inherently evil or anti-Christian about being a creator of wealth. Clearly, wealth creation is not a zero sum game as Richards explained. The pie can indeed get bigger even though some on campus don't believe it. Wealth creators generate thousands and thousands of jobs and that multiplies and distributes wealth. In the process some participants

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become exorbitantly wealthy and self-indulgent. That dismays me as a proponent of capitalism just as it should all of us. But discarding free markets in favor of socialist or Marxist models is not the solution. Just look at many African countries which have followed the socialist model. They have really solved the problem of poverty, haven't they? Hoarding or channeling wealth for individual benefit is not the result of free markets or any economic system. It's a problem of the heart. Discouraging wealth creation or the mandatory redistribution of wealth will not solve that problem.

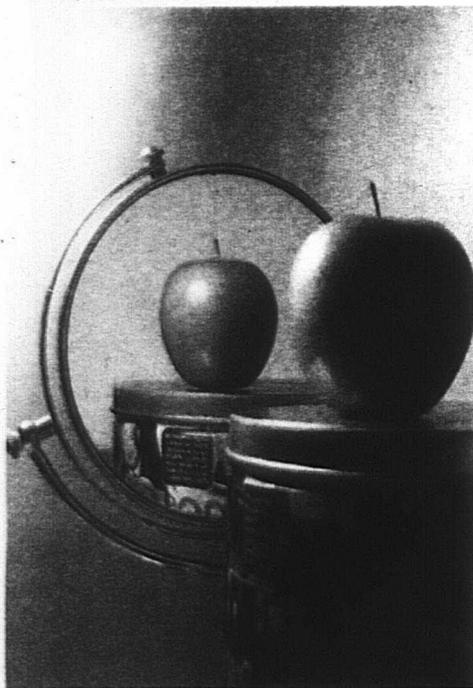
Finally, the headline of the article (A Christian Economic Model in Chapel? Oh No, Not Again!) implies that discussion that either slams Nike or defends the free market in chapel is somehow a waste of our time. Ultimately, both presentations lead us to discussions about how to help the poor and I believe that is very appropriate for us as Christians in a liberal arts college. May God grant us discernment in our use of the wealth that He entrusts to us!

Richard Halberg
Professor of Business



featured
artwork

JOCELYN PUGH

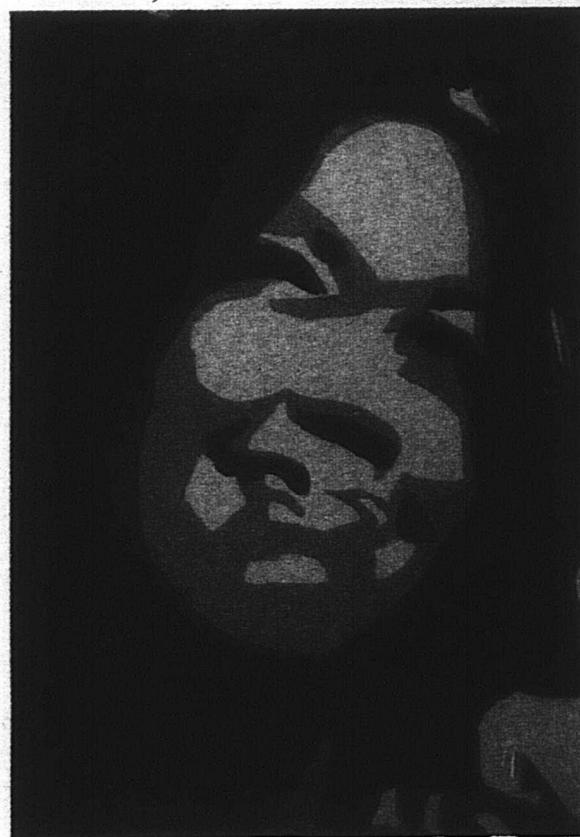


Vain Apple, photograph

Note from the artist:

The first piece is entitled "Just Me." The medium is silkscreen and it is a self portrait. The second piece is a digital photograph, entitled "Vanity." I enjoy exploring different genres in photography from portraits to landscapes. For some time I was doing a study on narratives. In this piece, I decided to take an everyday object and give it personality and human characteristics.

Jocelyn is an Art major with a concentration in Photography.



Just Me, silkscreen

SUDOKU CHALLENGE

Submit completed puzzles with your name at the Star office. One correct puzzle will be selected at random and the winner will receive a Sudoku puzzle book!

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

This week's puzzle is by Eric Liddle, a freshman Math and Computer Science major from Albion, N.Y.

He is currently in London, but remains a diehard Sabres fan.

Answer to last week's Sodoku puzzle is printed to the left.

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