

# the goshen college record

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## Menno service agencies recruit in vocational emphasis week

by Lois K. Bare

Symptoms of "senior panic," a contagious, sometimes incapacitating affliction, are often noticeable around campus at this time of year. A common verbal indication of this phenomenon (which attacks not only seniors) is the phrase, "What am I going to do with my life?"

To all those who ask this question and feel the accompanying stress, the current Vocations Emphasis Week, March 21-23, should prove helpful. J.B. Shenk, director of career services, works closely with students and placement agencies throughout the year in helping get prospective employees and employers together.

Shenk says one goal of this week is to put students in touch with work opportunities of a special kind: service to the church through many possible vocational areas.

Six Mennonite agencies will visit the campus to emphasize the options in Christian vocations. The agency representatives will be in the snack shop March 21-23.

"We want to let the students be aware of the opportunities for service for several years or a lifetime. The agency representatives provide the framework for information to the students," said Shenk.

"The agencies also benefit. They depend on these contacts for carrying out the work of the

church," Shenk stated further.

Maynard Kurtz, Recruitment and Placement Counselor for Voluntary Service under Mennonite Board of Missions (MBM) in Elkhart agrees with that assessment. He says the largest block of applications for VS comes from college students. His fall visit to GC resulted in about ten applications.

Kent Weaver, GC junior, is one student who talked to Kurtz last fall. Weaver knew he wanted to go into VS and had already applied. But he says the campus visit with Kurtz was valuable for getting more information and clarifying expectations.

In his visit this week, Kurtz plans to talk further with those who applied. He hopes many more students will stop in to talk with him and Diane Springer, also a placement counselor, about services possibilities.

Serving in volunteer assignments is not new to many GC students. Shenk says as many as 20% of the students enter GC with some kind of voluntary service experience.

Without citing statistics, both Kurtz and Shenk agree that there is a decline in applications from Mennonites for voluntary service. Though reasons for the decline are not documented, Shenk suggested that discontinuing the draft probably has had some effect.

Another factor that could contribute to the decline in volunteers is that developing

countries are asking for personnel with technical skills not usually taught in Mennonite colleges, according to Shenk.

A memo from MCC, dated December 22, 1978, states that it has a fairly consistent total number of volunteers in service, but the number of Mennonites is declining.

The same memo states that MCC is actively seeking more Mennonite personnel. According to former personnel director Lowell Detweiler, "The quality and Christian commitment of volunteers both constituent and non-constituent continues to be excellent and for that we are thankful. But we are concerned that the number of constituent volunteers who are the core of the MCC program does not continue to drop."

The new personnel director for MCC, Norma Johnson, will be here this week recruiting for that agency.

Representatives will also be here from the Adriel School in Ohio, Eastern Mennonite Board of Missions (Salunga, PA), the Mennonite Publishing House and the Associated Mennonite Biblical Seminaries.

Vocation Emphasis Week began last Thursday with a convocation address by David Shank, missionary under appointment to French West Africa. Other convocation speakers included Jack Dueck, local businessman and professor, and MCC's Johnson.

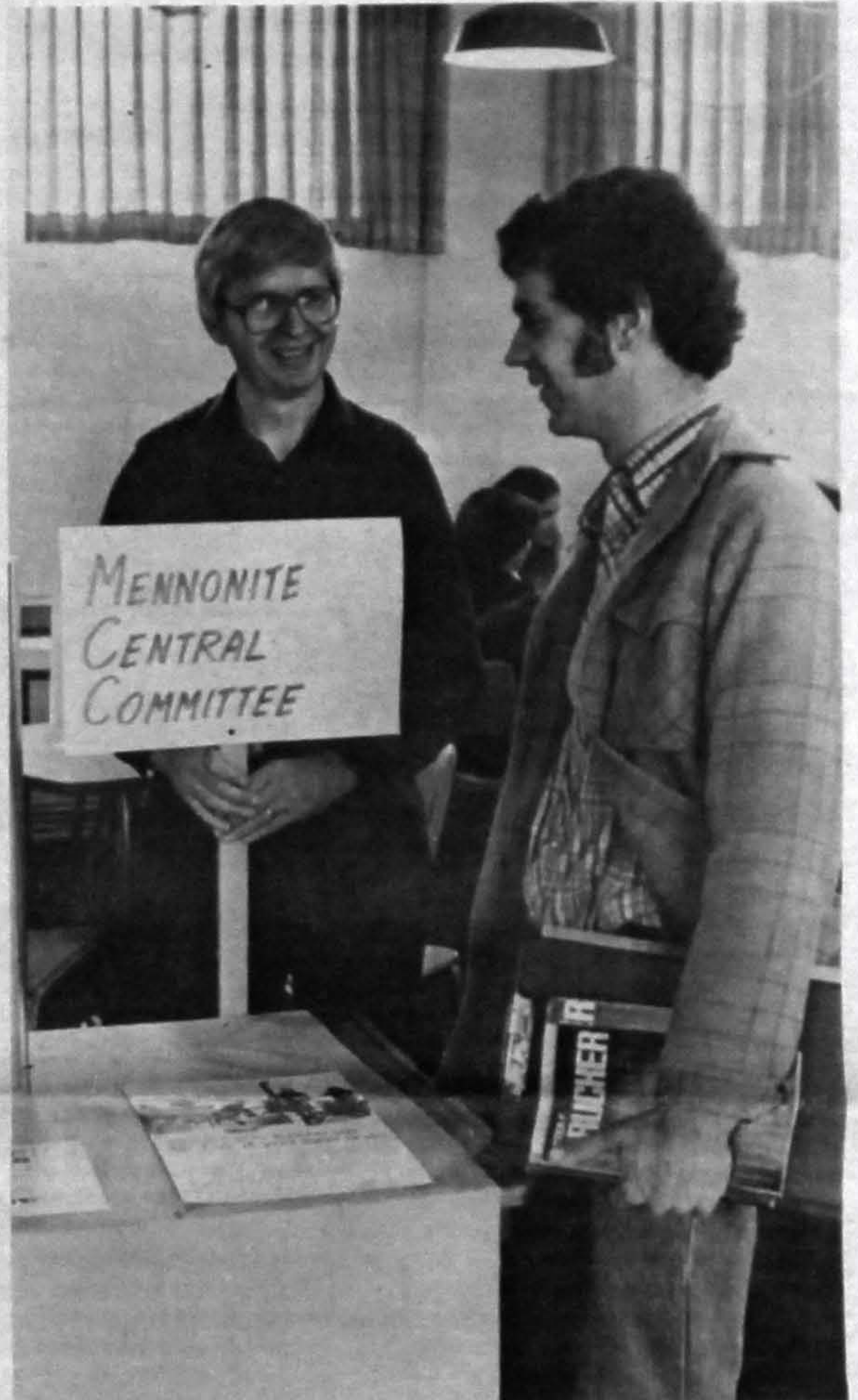


photo by Joetta Handrich

Lowell Detweiler, representative for MCC, discusses the many opportunities for church service with student, Glen Longacre.

## New editors qualified, eager to tackle tasks

by Jackie Beyeler

Christine Wiebe, Shari Miller and Susan Fisher have been unanimously approved by the student publications committee for the 1979-80 school year Maple Leaf editor, and fall and winter Record editors respectively.

Wiebe, a junior chemistry and communication major has been writing for the Record since her freshman year. Last trimester she was assistant editor to the Record and was in charge of layout. Stuart Showalter, assistant professor of communication, described her as doing "outstanding layout and design work in the fall."

Wiebe's main duties will be the organization and production of the annual. Her personal goals are to make the yearbook a "personal experience. To catch the spirit of the campus and give something for our class to remember." She added, "I want it to be something so that when our class goes back and looks at it, they'll remember what college was really like."

Although anticipating the job she has some reservations. "It's hard to find something that's representative of everybody," she said.

Miller is a junior English and communication co-major. She has been writing for the Record since her freshman year, has been on the editorial board of the Pinch Penny Press for two years, was feature editor of the Record fall trimester of this year, and has helped with copy-editing.

Miller's personal goals are to "put out a Record that represents all facets of GC life, but also to give space to issues which call us to scale the ivy walls — to scan the world and community around us."

Fisher, a junior French and English major is spending this year in Strasbourg, France, with the Brethren College Abroad program. She has been active in writing for the Record since her freshman year and was feature editor the fall tri of her third year.

Her job as Record editor includes supervising feature, news and sports editors, layout work and writing editorials. In general, it is her responsibility to make sure there is a paper out each week. She writes

from France, "I'm anxious to follow J.D. Stahl's work this trimester."

Record editors for the spring terms are Deb Hostetter, first term; Miriam Stoltzfus and Donald Lanctot, second term; Eunice Rush, third and possibly fourth term.

With six female editors lined up, Showalter said he has no reservations since he sees them all as very capable and the last five out of six editors were male. He was disappointed however with the small number of applicants turned in. He said, "I am not pleased by the low number of applicants, but there is room for optimism. We had 14 students in reporting class last fall and evidence of a good turnout for next fall, so there are gains made involving the writing and potential editorial leadership."

The student publication committee is made up of Stuart Showalter, Al Albrecht, Ruth Krall, Judith Davis, and a Record and Maple Leaf representative. They meet annually to decide on new Maple Leaf and Record editors and discuss any policy issues the staff brings to them.



Chris Wiebe



Shari Miller



Susan Fisher



## Editorial

# Pressures worthwhile despite end-of-tri doubts and blues



graphic by Deb Haines

Well, it's that time of the tri again.

As paper deadlines and final exams creep threateningly near, the pressure of college life begins to take its toll on student goals, attitudes and activities.

Such pressure also creates doubts — doubts that can be seen in questions like "Is it all really worth it?" or "Will all this abstract knowledge ever be of any use to me?" Indeed, all the reasons for coming to college seem to diminish in importance as the demands of academic pursuits drain life from normally enthusiastic personalities.

So perhaps now is a good time to take a deep breath, a cold shower and a few precious minutes to reflect on our presence here and to regroup the troops for a strong finale.

As a starting point, it might do us good to realize how fortunate we are to have the financial resources, facilities and legally protected rights which allow us to participate in college education. On a world-wide basis, we are a definite minority of lucky young people and as such we shouldn't take the opportunity for granted.

We should also realize that a key function of a college education is to open doors to a wide variety of vocational choices. The confined, controlled routine of classes is only a temporary burden which later will free us from at least some of the confinement and rigidity of the working world.

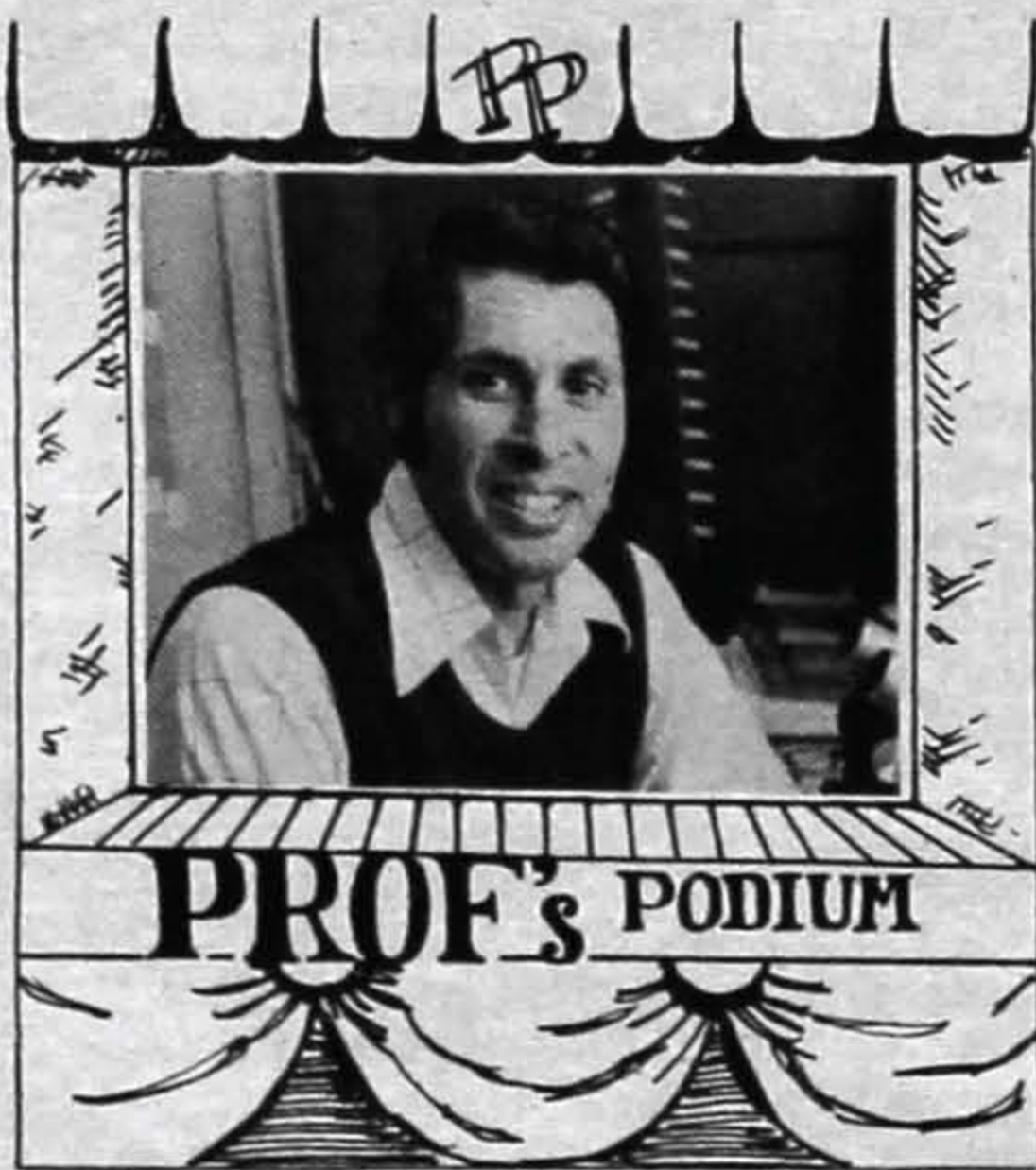
Not only will college allow us a broader range of choices in our work, it will also help us to be leaders in whatever areas we choose to perform. Education can give us some of the tools for changing what we don't like about a situation or system and help us to develop viable alternatives for improvement.

Finally, it is education like that which GC provides which broadens our personal attitudes towards the world, and helps us to cope when the world doesn't suit our tastes. The encounters which all college students face mellow us, in a sense, to be more accepting and understanding of the diversity we will face in society.

And so, as my pep talk editorial draws to a close, I encourage all to attack these last few weeks with the vigor of people who have a vision for something better, something fulfilling. We must "maintain", even if the rewards seem too removed to be of significance; for as the song goes, "there'll be time enough for countin', when the dealin's done."

—JDS

## Roth calls for unified Menno stance against alcohol



by Jonathan Roth

For some time I have been troubled by a nagging feeling that perhaps we Anabaptist Mennonites are so interested in certain aspects of our faith and doctrine that other equally, or perhaps more, important areas are largely ignored or down-played. I am not sure if this is due to fear of opening "Pandora's box" or if we prefer to stay with those more theoretical, slightly farther-from-home topics compared to pragmatic on-the-scene problems. The question is basically one of intellectual integrity.

Specifically, I refer to our strong, proud stand for non-resistance and our continued lack of anything resembling unity concerning the human consumption of alcohol. My understanding of non-resistance is that it deals with the sacredness of life, and our feeling that it is wrong for humans to kill other humans and for humans to kill themselves. We are to love our brothers, not destroy them. I fully agree with this concept, but it seems to me that we stop short of the ultimate understanding of the principle. Our non-resistance seems to be limited to dealing with wars, riots, violent crimes and like abuses. It is true that these things result in injury and death, and so violate the principles of non-resistance. But have we stopped to consider the fact that alcohol

consumption results in about 30,000 deaths on the highways each year in the United States alone and that several hundred thousand persons die annually in the U.S. as a direct result of alcohol related causes? Historically and presently, alcohol far exceeds war as an agent of death and destruction.

Have we considered the fact that about one out of every ten persons who takes that first drink becomes a compulsive user? For those who may feel a call to abstinence interferes with their personal freedom of choice in the matter, I would point out that the compulsive user apparently has lost his freedom of choice.

Have we considered the fact that even "moderate" use of alcohol causes body damage to the individual and that recent evidence clearly indicates that alcohol consumption by pregnant women causes damage to the unborn child?

We are appalled by the starvation and hunger in the world today, and we make token gestures like skipping a meal now and then, or serving a "starvation" meal at a special meeting. But do we realize that if all the rich lands presently used to grow products for the alcoholic beverage industry were used instead to produce food for the hungry world, we could feed the present world population quite adequately? So how can we concerned, non-resistant Anabaptists support the alcoholic beverage industry by purchasing and using (even on a moderate, social level) their products? Or must we really admit that our lack of credibility is embarrassingly displayed?

Have we considered the fact that a large percentage of our social problems such as family disintegration, promiscuity with resulting unwanted pregnancy, suicide and violent crimes are alcohol related? The dollar cost of working at these problems will be far greater than our national defense budget if a positive result is forthcoming. (I do not mean this as a defense of the war budget, but use it for its comparative value.) Secretary of HEW Joseph Califano in a report to Congress states that the direct economic loss due to alcohol in 1975 was 43 billion dollars, while in 1976 the U.S. population spent about 33 billion to purchase alcoholic beverages.

This 76 billion compares directly to the total Defense Department budget (1976) of about 90 billion dollars, to a National Institutes of Health budget of 2.3 billion, to the HEW Educational division budget of 7 billion, the HEW Public Assistance division budget of 17 billion and the Environmental Protection Agency budget of about 3 billion. I have seen no estimate of the cost of working at reducing the alcohol problem.

It is clear that if alcohol were a newly discovered drug and a hypothetical pharmaceutical company were applying to the Federal Food and Drug Administration for permission to market it as an across-the-counter food or drug, it would be flatly refused. Permission to even use it as a prescription drug would probably be refused because there are so many better medications presently available. (By the way, the U.S. population pays about 1 billion dollars per year for prescription drugs and over 30 billion to purchase alcohol.)

I recognize that there are many other wrongs in this imperfect world of ours, but I have been unable to identify any other that causes the broad, sweeping destruction of human life and harmony identified with alcohol.

With these points in mind, I have struggled with why we as a church, the community of believers, have been unwilling to take a strong public stand of abstinence of alcohol consumption. And I am even more perplexed by the lack of leadership by educational arms of the church where ignorance on the question can hardly be claimed. It seems that at GC, most would prefer discussing such issues as war taxes, lettuce boycotts, capital punishment and other slightly "farther from home" issues, while ignoring, or at least being unwilling to deal with, the very real "in house" problem of alcohol-use in the GC family. I would like to know the present official public stance of our Boards of Education and Overseers on this issue. They seem quite reticent concerning any current statement of policy or open discussions of the issue.

I personally have come to the feeling that if I believe the teachings of the Bible concerning the care for both myself and

others (both directly and as a stumbling block), I must abstain from my alcohol consumption. None should minimize the effect personal life style has on acquaintances. I have yet to hear a thoughtful argument encouraging the use of the drug in light of the Christian message, and I welcome the opportunity to publicly or privately discuss the issue with faculty, students or other interested persons.

John Roth is professor of biology.

### the goshen college record

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# WPTF: A constructive alternative?

## Point

by Stan Bontrager

It is impossible for any person living in a society to separate himself totally from responsibility for actions taken in the name of that society. However, it is possible to begin to compensate for societal evils perpetrated in the name of the individual. The World Peace Tax Fund is one such compensation. The WPTF would act as an agent of social reform both in changing the morality of the nation's leadership and in rectifying the damages incurred in the course of the military and economic imperialism pursued by this nation in the past century.

The concern for a peaceful avenue of support for government arises out of the issue of payment of war taxes. In an age of technological warfare, it is budget size, not manpower, which will determine military strength. Whereas one hundred years ago one participated in war by physical support, one now can participate in war by financial support. In this light, the traditional stance against conscription is no longer sufficient. In order to maintain a peace witness which has integrity, it is necessary to evolve a position against the payment of war taxes. Although the method of civil disobedience in non-payment of taxes has served in the past as an option for witnessing to the state, many who share a distaste for the military also have a distaste for civil disobedience. The WPTF would allow these people to engage in protest of the military establishment,

while supporting the government in the way they feel is necessary.

In addition to allowing a strong personal witness, the World Peace Tax Fund would also have the capabilities of exerting pressure of government leaders to re-evaluate the priority of maintaining the military strength of the U.S. The current legislative and administrative viewpoint is that public opinion overwhelmingly supports a burgeoning military establishment. The passage of the World Peace Tax Fund would give opportunity to the public to effectively voice views to the contrary. As more and more people made use of the fund, more and more officials would re-examine the military issue — an analysis which is long overdue.

Perhaps most importantly, the WPTF would allow U.S. citizens freedom to step outside the artificial constructs of nationalism to engage in the building of a truly international community. Currently, the United States is looked upon with some ambivalence by many underdeveloped nations because of the role which it has played (and continues to play) in the international arena: that of political and economic exploiter. Passage of the WPTF would enable individuals in the U.S. to deny their support of this exploitation, and affirm their support of mankind's unity.

Although it is not the final answer to the problems of militarism and nationalism, the World Peace Tax Fund is a much needed and useful step on the way to the uniting of the global community.

## Counterpoint

by Dale Bowman

The World Peace Tax Fund (WPTF) is morally useless except as a weak gesture of protest, while as a political action it is futile and ill-directed. War will not be eliminated nor world peace gained through the WPTF. The individual would still finance the military budget through the rest of his taxes and taxes hidden in the cost of living.

The WPTF does not effectively promote the lowering of the defense budget. Traditionally, defense spending is the most widely supported item in the federal budget, whereas welfare monies are the least supported. If the WPTF were put into effect, the defense budget would not decrease; either taxes on the whole would increase to cover the lost money, or tax money would be taken from other areas, such as social services. Therefore, the individual would still be paying for military costs.

The WPTF would not be a form of alternate service because, as shown, the individual is still financing the military. In alternate service to the draft, the individual is absolutely uninvolved in the military. The individual who is claiming the WPTF as alternate tax service should realize that blood has not stopped flowing from his dollars.

The moral witness of the WPTF would be self-defeating. By institutionalizing the protest of war tax non-payment, the

prophetic witness would be destroyed. No longer would the individual be stepping outside the system to say, "We will not finance war." The protest of the WPTF would be the moral equivalent to a muddy football player washing his hands on a rainy day. If the war machine is to be stopped and the nuclear umbrella lifted, we cannot and must not permit our protest against the war (by dollars) to be assimilated and thereby destroy the protest.

It is futile and silly to claim to be in favor of world peace while at the same time living the frivolous American lifestyle. If a person were to live a lifestyle more in tune with the world's lifestyle, the WPTF would be unnecessary because he would be at or below the taxable income.

As a practical political weapon to protest war, the WPTF is ill-directed. Instead of aiming at conscience-saving, a bill should be introduced to cut defense spending. Another alternative bill would permit people to signal their opposition to military spending and use a percentage of the defense budget to seek alternative means for national defense. Nonviolent means to national defense have not been explored in depth.

Although in one sense the WPTF is a step in the right direction, i.e. as a protest to war, in another sense it is destroying the very gesture of protest which lies behind it. The individual's money will continue to be used by the military.

# Ugandan student tells of Amin regime

by Willard Fenton

One of GC's more unique international students is George Opira, the only citizen of Uganda on campus.

George came to the US for the first time in September to begin studying for a business degree. In an interview with this reporter, George briefly outlined the notorious history of Idi Amin's repressive regime and speculated on the future of his country.

In Uganda there is no freedom of speech or press. Persons who constitute a threat to the government are simply sought out and shot without trial or are forced to flee the country, as thousands have done over the years.

Those who remain live in constant fear and anxiety of a kind that "Americans cannot imagine," according to George. Even in this country George must watch his step. He says he generally feels safe here talking person to person and to groups, but he must watch carefully what he allows to be printed because it has a much longer "life" and runs a greater risk of repercussions at home.

In George's estimation, mass media accounts of atrocities committed in Uganda are generally understated. He feels that a good deal more goes on than most outsiders realize or believe. There are no longer any outside news correspondents in the country, so all that comes out is censored official reports and whatever hearsay can filter through. All private mail, in or out, is censored. Even when they do have an opportunity, people seldom tell all, for fear of reprisal upon themselves or family and friends.

There is currently a guerilla war going on in Uganda. Guerrilla forces, led by former military personnel who had to flee years ago and are now supported by Tanzania, have captured a significant section of southern Uganda. Whether or not they continue to make progress, George feels that it is only a matter of time now until Amin is ousted.

Amin has little or no popular support and faces an increasingly unified and broad-based opposition. His rule is administered "at the point of the gun" by his secret police and the army. Most of his backing in the army is dependent upon mercenaries recruited out of the Sudan.

Amin rose to power eight years ago, a Muslim (90% of the pop. of Uganda is Christian) and a member of a very small tribal grouping. He has maintained his position and gradually consolidated his power by playing tribal rivalries against each other and by systematically removing any chance for unified opposition to develop.

Today the most important identity with the potential for unified opposition is, for the Ugandan people, their Christian identity. Crossing regional and tribal lines, the church constitutes a major threat to Amin and is undergoing a severe persecution at this time.

This move has drastically reduced the church leadership (many have fled, gone into hiding, or have been killed) but it is ultimately counter-productive, according to George, because it only reinforces the very unity it seeks to destroy. By trying to destroy the church, Amin has assured himself of the enmity of the vast majority of the populace; a situation in which he will not be able to survive long.

George plans eventually to return to his country, but as a Christian and a potential leader, feels it would be foolish to do so while conditions remain as they do.



Meanwhile he will pursue his studies at GC and plans to do graduate study in Business Administration afterward. George feels he has a gift for leadership and has been preparing for that role since high school. He hopes to become involved in some kind of human relations occupation. As part of a deeply personal commitment to Christ, George feels called to some type of service, perhaps within a charitable organization. "I see myself as a servant," he says.

When asked if he finds it hard to be away from home at this time, he said, "Of course I feel anxiety for my relatives. I sometimes wish I could be there to know what is happening. I cannot trust what I hear. But I know it is not possible and I also want to be here."

## Non-music major laments lack of practice facilities



by Rick Buckwalter

Dear Ombudsman,

There is a short note signed by Doyle Preheim posted at the door to the third floor of the Arts Building which says: "Practice rooms and classrooms on this floor are open only to students who are presently enrolled in applied music and to members of musical ensembles. Pianos for general use are located in public lounges."

Someone added, "Those pianos are lousy!" I agree. The pianos in the lounges have keys that don't work, are usually out of tune, sometimes have no benches and all have lousy key action.

One evening last fall the sharp ear of Mary Oyer discerned my presence on a piano in one of the practice rooms. Professor Oyer quietly opened the door to inquire if I was a music student. When I replied that I wasn't, she politely requested that I not use the practice rooms. I pointed out that the space was not in demand, there were only two or three other rooms in use, and that this room was not reserved for the remainder of the evening. But to little avail. I packed up and moved out.

I can understand that at times practice space in the Arts Building is insufficient to meet demands, but judging by the "reservation" charts attached to practice room doors each week, the rush hours occur most frequently during weekdays.

I believe I and others who are interested should be permitted to use the pianos in the Arts Buildings at least on weekends, at times when they are not reserved by "authorized" students.

There are 11 practice rooms in the Arts Building. According to Doyle Preheim, professor of music, there are over 200 applied music students, members of choirs and ensembles, and students in music theory and analysis classes who are authorized to practice in these rooms.

This demand for space is the principal reason why these rooms are not available to all students. To cope with these crowded conditions, applied music students use several rooms in the chapel for practice.

Preheim acknowledges that there are times when no one is "scheduled" to use practice rooms. "However," he said, "many authorized students don't put their names on the schedules, but rather stop in during their free time to practice."

Also, the pianos in these rooms represent a "very considerable investment," according to Preheim. Their repair and maintenance is a music department expense. Limiting the use of these pianos to applied music students and members of musical ensembles is an attempt on behalf of the music department to keep these pianos in the best possible condition.

Complaints concerning the quality or maintenance of lounge pianos should be directed to the resident directors of the dorms where those pianos are located.

Dwain Hartzler, director of student activities, says that so far there has been little verbalized complaint about dorm pianos. Hartzler suggests that if enough students express interest perhaps new pianos could be purchased to replace the old ones.



## Faculty to pursue many interests during upcoming sabbatical years

by Tobi Short

As of September, 1979, several of GC's more familiar faculty faces will no longer grace the sidewalks.

Seven professors have plans to be either on sabbatical or a leave of absence. These faculty members include Mary Oyer, whose plans include both a sabbatical and a leave of absence, Chester Peachy, Ruth Gunden, Norm Kauffmann, Norma Jean Weldy, Merritt Gardner, and J. R. Burkholder.

Although the student faculty ratio will be slightly altered, the ratio is never constant in comparison of one school year to the following, according to Henry Weaver, provost. Rather, with the departure of a colleague the workload of each departmental member includes additional courses or responsibilities. Occasionally someone is named to fill a vacancy for a year or two. Therefore, in spite of the differing student faculty ratio from one year to the next, the average is maintained throughout. "In addition," stated Weaver, "the fact that several professors are leaving does not indicate a slow, long-range faculty reduction."

A few instructors shared their hoped-for plans. Chester Peachy, associate professor of nursing plans to attend Western Michigan University at Kalamazoo, Michigan. There he will be working for his doctorate in education. Faced with the choice of a doctorate in nursing or in education, he chose the latter. "Being in an educational setting influenced my decision of working toward a doctorate in education," he said.

Next year's plans for Norma Jean Weldy, professor of nursing, entail spending the duration of her sabbatical at Elkhart General Hospital. She will be assisting in the genesis of a primary nursing program in one of the medical units there.

Teaching courses in ethics and peace studies at Associated Mennonite Biblical Seminary is just one of the activities J. R. Burkholder, Professor of

Religion, forsee in his future leave of absence. States Burkholder, "I'm anticipating teaching less courses in a more concentrated area, namely ethics and peace studies."

Looking forward to next year's sabbatical, Merritt Gardner, associate professor of mathematics, has many new experiences in mind. His plans include researching new methods of mathematics, along with investigating possible leads for new discoveries. In addition, Gardner is contemplating making up computer programs after becoming more familiar with the fields of computer science, foundations of mathematics and the possible interface of mathematics and religion. All total, Merritt Gardner's sabbatical will be one of personal study and research.

Ruth Gunden, professor of physical education, has one of the busiest and most hectic schedules. During the months of September and October she will be enrolled at the University of Iowa, engaged in an independent study of kinesiology with Dr. James Hay.

In November, Dr. Gunden will travel to Poland to observe their sports research center. She plans to hibernate through the cold winter months of December, January and February, spending this time in reading and reflection.

Bowling Green (Ohio) State University will be the site of this energetic professor's study of elementary physical education. She will be under the guidance of Dr. Better Logsdon, a leading specialist in this field, during March, April and May.

A visit to England climaxes Dr. Gunden's list of activities. There she will observe both teacher training at the Chelsea School of Human Movement, East Sussex College of Higher Education and elementary physical education in public schools through the Ministry of Education in London. This will conclude Dr. Gunden's 1979-80 scheduled school year.

Possible enrollment at Indiana University and work toward a doctorate in higher education are

the tentative plans of Norm Kauffmann, dean of student development. Kauffmann hopes to improve his natural talents while becoming reacquainted with broader knowledge in unfamiliar fields. After this sabbatical, the dean hopes to return to Goshen with renewed energy.

At their March 2 meeting, the Board of Overseers approved the appointments of Linda Shetler, one-year physical education instructor and Elvin Stoltzfus in church relations. These two will assume the responsibilities of Ruth Gunden and Dan Kauffman. Other appointments have not yet been finalized.



graphic by Marilyn Wideman

## Peace Society reflects changes

by Anne Meyer

In reviewing Peace Society at GC, Sharon Klingensmith made the following comments in a 1974 article entitled *The Goshen College Peace Society 1935-1970: Background Issues*:

The broad program outlined by the Peace Society (in '36) remained in large part unimplemented... a major program of promoting research and publication was never realized... The main focus of the Peace Society became more one of campus education with the sponsorship of monthly programs and attendance at intercollegiate conferences...

Over the years the ('36) constitution of the Peace Society has been revised and the vision narrowed. A look at Article II reveals the deletion of the publication program and the concern for aiding 'in clarifying the thinking of the Mennonite Church as to its own peace principles'...

One may speculate on why the original vision was held short and at times through the years the lack of interest was noted and questioned. Was the program unrealistic for students? Or were the peace ideals perhaps taken in by the secular outlook with its stress on the prevention of war rather than a more positive ap-

proach? Or perhaps the social activist viewpoint prevailed, leaving us with an inadequate and inappropriate view of man and history.

This year Peace Society has held forums on world hunger, South African events and the Middle East and reported on denominational and interdenominational peace-related conferences. Members travelled to Washington, D.C., for a seminar run by Peace Section (MCC). They wrote a statement to congressmen concerning the draft. A Peace Caravan brought historical information on the arms race and further encouragement for members interested in protesting it at the Arms Bazaar in Chicago. Ladon Sheats articulated the activist mindset so often at odds with Mennonite nonresistance. But even with activism aside, Peace Society '79 has evolved into a different animal than that depicted in the constitution of 1959 (the most recent revision.)

The organizational structure is simpler today. The number of faculty directly involved has decreased. Membership is no longer defined. "Scholarship and research" is not officially promoted by Peace Society's

program. And activism has entered the picture. The steering committee got a handle on these discrepancies by proposing a new document.

Anne Hostetler has put ideas together that came from a discussion with Leonard Gross, review of the 1959 constitution and steering committee bull sessions. The committee favors a "loose" constitution that leaves out detail in organization or program. They feel yearly appropriation by the mobile student make-up of the group is important and details in program direction will come from annual assessments, brainstorming and projections.

The document restates the society's commitment to education, indicating that this should precede any activism. An official link with the Peace Studies Advisory Council (PSAC) established more related education activity on campus. (The PSAC began when Peace Studies entered the curriculum.) The new constitution will update the vision of the old and indicate Peace Society's present function.

It is crucial at this stage that the steering committee hear some response from students and faculty on ideas for direction. Many people on campus now are involved in peace concerns and this scope of involvement (regardless of the Peace Society label) is a strength. The steering committee hopes that Peace Society might broaden the scope of campus peace awareness, not in defining or claiming the corner on peace issues, but in facilitating education and clearing channels for communication.

The proposed constitution is not final, but is available now for anyone to peruse and ponder. A cover letter will give some recent history and explanation. Suggestions are welcome. A public meeting will be held April 2 at 7 p.m. in Ad 20 for response to the document, alteration and adoption. Around this time of year, a slate of nominees is also drawn up for next year's steering committee.

Peace Society is changing along with students and faculty at GC. It reflects priorities given to support and participation. The new constitution is a reaffirmation of function and purpose — yet its incarnation depends on the people who own a peace-making vision.

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graphic by Marilyn Wideman

## Shenk serves searching students through vocational guidance program

by Beth Graybill

With the trimester unavoidably drawing to a close, GC's soon-to-be-graduates are contemplating their job futures. For them, commencement will culminate a long process of vocational decision-making. One of the influences in this decision-making process at GC has likely been J. B. Shenk, Director of Career Services.

Shenk is the only full-time staff person involved in vocational guidance at GC. Although uncertain as to how many students make use of his office yearly, he estimates that he sees over half of each year's senior class. Excluding potential graduate school students, general liberal arts majors (e.g. English, history) and nursing majors who are expected to find their own jobs, Shenk works heavily with job placements for Teacher Education, Social Work and Business majors. Seniors may also come to him for help writing a resume or for tips on job search. After graduation Shenk can help students by mailing them notices of job openings.

In addition to seniors Shenk has indirect contact with freshmen, too. All must take the Strong-Campbell Interest Inventory, and the results are then processed in I-Groups. Academic advisors or I-Group leaders later refer students to Shenk for further vocation guidance, or students voluntarily make use of his services. The

Career Library, located in Ad 14, is another source of vocational information.

Shenk's career counseling takes different forms. He often meets four or five times with a student, perhaps with further testing as a means to identify broad areas of interest. Through discussion, Shenk and the student then "try to get specific about jobs that would draw in these kinds of skills."

Although Shenk usually works on a one-to-one basis, he has sometimes found meeting in small groups helpful for students with similar questions. This way, "the group can often see skills the individual has overlooked or taken for granted."

Once a student identifies several possible career interests, Shenk encourages him or her to talk with persons already employed in that field. To give a further taste of what the work is really like, Shenk may try to find the student a job in his area of vocational interest. Shenk tries to "combine career exploration with career experience", both locally (often in SAW jobs) and at a distance.

Shenk admits that at times he is unable to help a student make career decisions. In such circumstances he may occasionally make referrals to counseling services in Elkhart or South Bend, but "Sometimes a student just needs to get out of school to get

ideas of who he is and what he wants to do," says Shenk. The student may then come back later with a much clearer idea of what his/her career interest is. Says Shenk, "Every student must deal with things on his own timetable."

Shenk discards the myth that there is one right job for a person. According to him, within ten years less than 1/2 the people will be in the work they thought they were preparing for. Says Shenk, "It's not possible to know what you'll want to do on down the road."

The key, in Shenk's mind, is flexibility, and this a broad liberal arts background can provide. Shenk recognizes that college graduates may often have trouble finding a job in their major right out of college. Yet over the years, Shenk believes that the liberal-arts-trained individual will have the broad skills and ability to communicate necessary for job advancement. For this reason Shenk believes that "vocational planning should deal with the whole person."

Does GC provide enough vocational guidance? Shenk feels that Career Services is responding well to the needs they have felt. Until more career counseling is demanded, GC's vocational guidance program will remain as it is: with plenty of services available but leaving the individual student with the choice to make use of these services or not.

## Student body shapes course offerings

by Laurie Oswald

We as a student body can affect considerably the life and death of courses at GC.

Along with the Curriculum and Instruction (C&I) Committee, the dean, departments, divisions and their chairpersons, students can help shape course offering sheets and programs which they deem important.

There are three levels or processes that courses go through before they come to the students on course offering sheets: 1) For

a course to even be considered for proposal, the C&I Committee must give its approval of the integrity of the course and state that it is worthwhile for both professors and students. 2) Courses decided at the previous level can then be proposed by the department to the dean who discusses it with the division involved and its respective chairperson. 3) The dean reserves final responsibility for the course offering sheet for any given year.

The birth of a new course goes through a slightly different procedure: 1) A certain department decides it needs a new course so it proposes it to the division and its

chairperson. 2) The department and division then discuss it with the C&I Committee. 3) If the proposed course is accepted at the level, the committee reports it to the faculty, who can override the decision if they desire.

The death of a course is caused by two main factors. In 90 percent of the cases, there is not sufficient enrollment (not enough students interested) and most of the remaining 10 percent are dropped because there is no teacher available to teach the course. Ten students or more are considered sufficient enrollment. There is, however, one exception to this rule: If six

out of eight students are seniors in a spring term class required for graduation, it will be taught.

The dean and the committees try hard not to put courses on the sheet that will not gather enough interest. There are already seven or eight courses cancelled this spring trimester because of low enrollment.

"Students don't do too much as far as instigating new courses, but we work very hard to follow student interest," said Orville Yoder, dean. For example, there will be a second expository writing section offered because students wanted it this spring.

There is also a policy concerning the spring trimester which states that anytime there are 10 students who want a certain course and can find a teacher for it, it will be offered. This is due to increased availability of teachers.

Yoder further stated that the faculty, departments, and divisions "would appreciate and welcome much more student input." Students are encouraged to share ideas with their professors in the various departments. Yoder also mentioned the importance of gathering together a group of 10 or more to do this.

The dean, departments and divisions started working on the course offering sheet for 1979-80 in November 1978. The tentative schedule for 1980-81 was also attached to the course offering sheet sent out last week through campus mail. Starting next year, they would like to have the upcoming years final schedule plus the tentative schedule for the next two years in campus mail by January or February. This would help sophomores who have picked a major to plan with 90-95 percent accuracy their courses for the remaining college years.

No courses are being dropped permanently for 1980-81, but some are tentatively dropped until the 1981-82 school year, since they are offered every other year. There are some new ones being proposed and some definitely added. A few of these are: Developmental Psychology, Peace Issues-Psychology of Peace, Church Ministries-Education in the Congregation, Pharmacology, Pathology and Physiology.

## Time, planning go into creating new majors

by David P. King

Upon entering any liberal arts college there are certain fields of study which one expects to encounter: natural sciences, social sciences, the humanities, etc. Yet the list of majors available is not necessarily immutable. At GC there exists a process whereby majors of study are added or deleted.

Recently a number of new majors and co-majors have helped swell ranks. Among these are majors offered in history and investigative skills, church ministries, family life, and accounting as well as co-majors in peach studies, teaching English as a second language (TESL), world service, and tropical agriculture.

Dean Orville Yoder described the process for the development of a new major as a slow, deliberate one. From the time of a new proposal to the time when it's finally approved by the Board of Overseers, a new major can require much time and planning.

In theory, proposals for a new major may come from anyone. In the past, however, they have come predominantly from the individual departments of study within the college, or from the church. The special education major is an example of the former since the initial proposal came

from within the education department. An instance of the latter is the black and Latino leadership program (reported last week) which is scheduled to begin this fall. In that specific case the church saw a need for leadership in minority churches and, consequently, submitted a proposal.

After a proposal has been worked out it is sent to the Curriculum and Instruction (C&I) Committee. This committee is probably the most formidable obstacle which the proposal must encounter since it is there that all ramifications of the proposal are checked out.

If it does make it past C&I the proposal has yet to go before the faculty, the president, and the Board of Overseers. One possible new major in the making is presently at this stage. It has to do with middle-school education and has just passed the C&I Committee.

There are three main criteria taken into consideration upon examination of a proposal "in process." First, the proposed program must fit into the "mission" of GC. Although this factor is considered throughout the process, it is of most concern at the faculty and Board of Overseers stages. Second, it must, of course, be a program which will attract

student interest. And last, in connection with the second criteria, the proposed major must be financially feasible.

Recently one such proposal was deemed financially unsafe. It had to do with an Occupational Therapy major. It was reasoned that such a major would be too much of a step toward medical education, one which this institution isn't inclined to make just yet, if ever at all.

Finally, when asked whether majors were ever dropped from the program at GC for any reason, Yoder chuckled and replied that the tendency here in the past has been "like in Washington - we just accumulate." Because of the sense that "we are spread thin" in the way of majors, C&I (of which Yoder is a member) is planning to sit with the Planning and Budget Committee this summer to review the entire program at GC. At the present time John Roth is the only student representative scheduled to be at these meetings, and it is Yoder's desire that more students take an active interest in this, as well as other such processes. It is hoped that this summer's "process of establishing priorities," as Yoder calls it, will enable GC to more efficiently carry out its purpose in the future.



## what's happening

### Students to exhibit artwork

Selected artwork by GC freshmen, sophomores and juniors will be displayed in the Art Gallery March 25 through April 16.

A variety of media will be represented; drawing, painting, prints, sculpture, ceramics, photography and fiber art. The work will all be judged by the GC art faculty.

The gallery, located on the lower level on the Good Library, is open daily 8 a.m. to 5 p.m. and Tuesdays until 10 p.m.

### Band to jazz it up Saturday night

The GC jazz band will perform ballads, blues and some big-band jazz in a concert Saturday March 24, at 8 p.m. in the Union Auditorium.

The band, directed by Philip Clemens, will perform "Storm Warning," a mood piece in jazz rock style; "Los Altibajos," a fast-moving Latin piece; and "Spiritual," a gospel ballad featuring soloist Don Yost on the tenor sax.

Other numbers will be "Firebreak," by Paul Clark, "Basically Blues," a piece made popular by Buddy Rich and a composition by Hank Levy called "The Time Is Now."

### "Whistlestop" to present coffeehouse

Whistlestop, a musical group, will perform a coffeehouse, Sunday, March 25, at 8:30 p.m. in Westlawn Lounge.

The band is made up of GC Alumni under the leadership of Dave Kortemeier. They perform a variety of music including country, gospel and folk.

### "Opera Factory" to perform Sunday

The Opera Factory, an opera company from Chicago, will be performing Sunday, March 25, at 4 p.m. in the Umble Center.

Kay Montgomery and Doyle Preheim will be singing with the company in selections ranging from "Opera Seria" and "Opera Conique" to light comedy. A guest artist will be David Aiken, tenor, from Indiana University.

Admission price is \$2.50 for general public and \$1.00 for students and senior citizens.

## Orators to discuss peace issues

by Laurie Oswald

With the proposed Israeli-Egyptian peace treaty in the limelight, the issue of peace has been getting a great deal of attention lately.

The issue will be brought even closer to home on March 29th at 7:30 p.m. when students who wish to voice their concerns and ideas about peace can participate in the Annual Peace Oratorical Contest. Each student selects his own topic and maximum length for each presentation is 1200 words, with a limitation of ten per cent quoted material.

Orations of the highest merit demonstrate that the student speakers are aware of the contemporary scene in world affairs. Although the orations need not present a "solution," they should strive to include constructive thinking toward easing tension among nations and among groups within nations.

The Intercollegiate Peace Speech Association Contest was developed in 1906 by Mennonite colleges, church colleges and other colleges and universities in Illinois and Indiana that felt it was important for college

students to discuss issues of peace and war.

There are three levels at which a contestant can participate: campus, state and national. On the state and national levels there is also a category for extemporaneous speaking, as well as the oratorical speech which is prepared before-hand. In this category, a student is given a list of topics to study and begins to do this by reading magazine articles, etc. The participant brings these magazines to the contest and uses them to develop the speech.

On all three levels, judges pick one man and one woman winner to advance to the next contest in both categories of speaking. There are prizes given to the first through fourth place winners. The fund for these prizes on the campus level is taken from the Henry Smith Foundation which supplies \$100. This \$100 is divided up differently each year, depending on the number of students participating. At the national contest, the prize ranges from \$100 for first prize to \$25 for fourth prize.

Who are the judges that determine whose speech is the

best and what criteria is used? On the campus level, professors who have concepts of what good speeches include and former winners at GC are selected to judge. Speech professors that coach the students judge at the state contest and graduate students and professors listening to taped manuscripts judge from those at the national level. Each judge has an evaluation sheet before him as he listens to the participant. The sheet supplies space for written comments on content (ideas, support material, language, organization, delivery and any additional comments).

Students who have expressed interest in this year's contest and who will possibly participate are as follows: Janice Yordy, Bill Archibald, Ken Shenk and J. D. Stahl. They will state their concerns for peace, just as former winners at GC, Carl Kreider, Roy Umble, and Anne Hersberger, professor of nursing, have done in the past.

What will they present? A solution to lasting world peace — probably not; but a need for caring, concerned individuals — definitely "yes."



graphic by Marilyn Wideman

### Classic romance shown tonight

by Philip Ruth

The highly acclaimed film "Dr. Zhivago" is slated to be shown this evening at 7 and 10 p.m. in the Umble Center.

Based on a novel by Boris Pasternak, "Dr. Zhivago" is in the tradition of pseudo-historical movies which trace the lives and passions of individuals who are caught up in the midst of violent political, religious, or social change. This particular film is set in Russia during that country's most turbulent period: that which gave birth to the Bolshevik Revolution of 1917.

The story consistently follows

one of two main characters: Dr. Zhivago (Omar Sharif), a young doctor of Moscow's upper class and poet of some merit, and Lara (Julie Christie), a beauty whose desirability momentarily propels her out of the mercantile class and into Zhivago's.

Both Lara and Dr. Zhivago are as unpolitical as would seem possible under the extreme circumstances. As pervasive as the political climate must have been, it is only a backdrop on which this classic love story is projected. Love, after all, is what "Dr. Zhivago" is all about.

The film is lush with gorgeous scenery, painstaking costuming, and music that is often hauntingly beautiful. If one can see past the ever-present tokens of Hollywood's biases (the insistently emotional close-ups of actors with raidily moistening eyes, for instance) and the obvious capitulations that must be made to "entertainment," "Dr. Zhivago" is a monumental production with much to offer. Be forewarned, however. The film is over three hours long so come prepared to do some serious sitting.

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## Watch for pre-season report of track and baseball outlooks in next week's Record

## New, unusual spring courses to be offered on campus, abroad

by Trish Magal

Among the usual smorgasbord of courses being offered this spring are several innovative classes exploring a variety of interests.

Of special interest to pre-med, nursing and other health-oriented students is bioethics, to be taught jointly by professor of religion J. R. Burkholder and campus doctor Willard Krabill. The course is described as an introduction to ethical theory informed by the Christian faith in dealing with some contemporary problems in medicine. Some of the key topics will be abortion, allocation of health care resources, death and dying and practitioner-patient relationship. Guest speakers will be used to develop issues.

Contemporary Issues of Peace is another course being offered during the spring tri. This course, coordinated by Bluffton College, will be conducted at the Urban Life Center in Chicago. It will be jointly taught by a professor from Bluffton and a speaker from the Urban Life Center. The course was developed under the C. Henry Smith trust fund in which a grant was given to Bluffton and GC. This grant has already allowed examination of peace studies in Third World politics, the Ireland conflict and Asian Communism. This year the issue will be urban violence and response to it.

Following successful SST units in Korea in 1970 and 1972 SST is being arranged there again. Contrary to rumor, this particular SST unit was simpler to arrange than most SST locations. SST in Korea is arranged with the Yonsei University, an institution run by the Presbyterian Church. GC deals with the university's Korean Language Institute by

contract. The Yonsei University lines up housing arrangements while GC coordinates the service areas. The Korean program consists of 72 hours of Korean language study, 14 lectures and field trips.

Art in Florence is a course to be conducted by Abner Hersberger, professor of art. The course content includes firsthand experience with masterworks in their original setting. Work of the Florentine Renaissance such as Leonardo, Michelangelo and Donatello will be stressed. Guided tours to churches, places, museums and other interesting areas are part of the art study tour format.

The Program for the Conscientization of North Americans is holding its fourth seminar in Colombia, South America. The course has been planned by Catholics and Mennonites in the context of analyzing Latin America's social, political, religious and economic levels from a Christian perspective. The course consists of 45 hours of lectures and seminars which will

provide the student with tools to examine areas such as Marxism, dependency theory, revolutionary Christian theology and the Christian potential for radical political and social action.

Six students have already enrolled but more could be included in this course. If students are interested, they should contact Peter Stucky, the director in Bogota, Colombia, through Gerhard Reimer immediately.

Capturing a more vivid study of the Bible is the purpose of the fourth GC Middle East Bible Seminar. The Seminar will be led in Jordan and Israel by Bible professor Stanley Shenk. Thirty-four students will study the history, geography and archaeology of Palestine with the objective of more clearly understanding the Bible. Analysis of the present complex political scene in the Middle East will also be included in the course format. Although the course is presently full, a waiting list is available.

## penalty shots

by Brent C. Harte

Intramurals have gained popularity this year because of good organization and dedicated leadership.

The intramural department has sponsored more organized activities this year, due to no small part to the many hours Lori Sommers and Tom Albrecht have put into planning events. Sommers and Albrecht have been intramural coordinators throughout the year and have set up and directed all the tournaments, helped officiate games and have been the overall hands, legs, feet and eyes for GC's intramural department.

Softball opened this year's intramural program and was immediately followed by soccer. Basketball began before the Christmas break and the various tournaments will be completed later this month when women's intramural basketball is completed as well. Sommers and Albrecht usually spend several hours daily either planning or directing the particular sport in season.

Throughout the year, Sommers and Albrecht have tried to generate interest in the intramural programs, particularly from female students. Recently the department sponsored male and female indoor soccer tournaments out of which stemmed last weekend's co-ed eight-team round robin tourney. There is also talk of a one day co-ed indoor floor hockey tournament sometime in the immediate future. Co-ed volleyball has also been very popular throughout the year.

Intramural coordinator Dwain Hartzler has repeatedly cited Sommers and Albrecht for their massive contribution to the program throughout the year. It is also my opinion that without the dedicated help of Lori Sommers and Tom Albrecht this year's intramural program would not have been the success it was and is.

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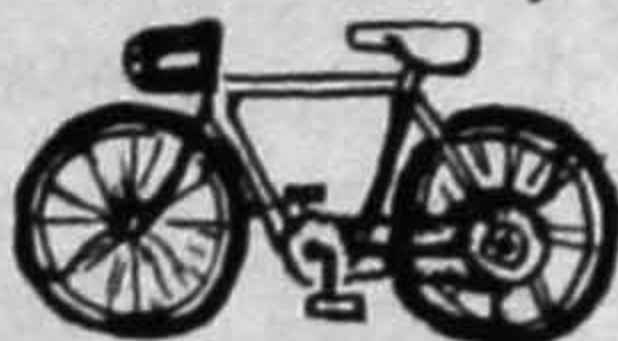
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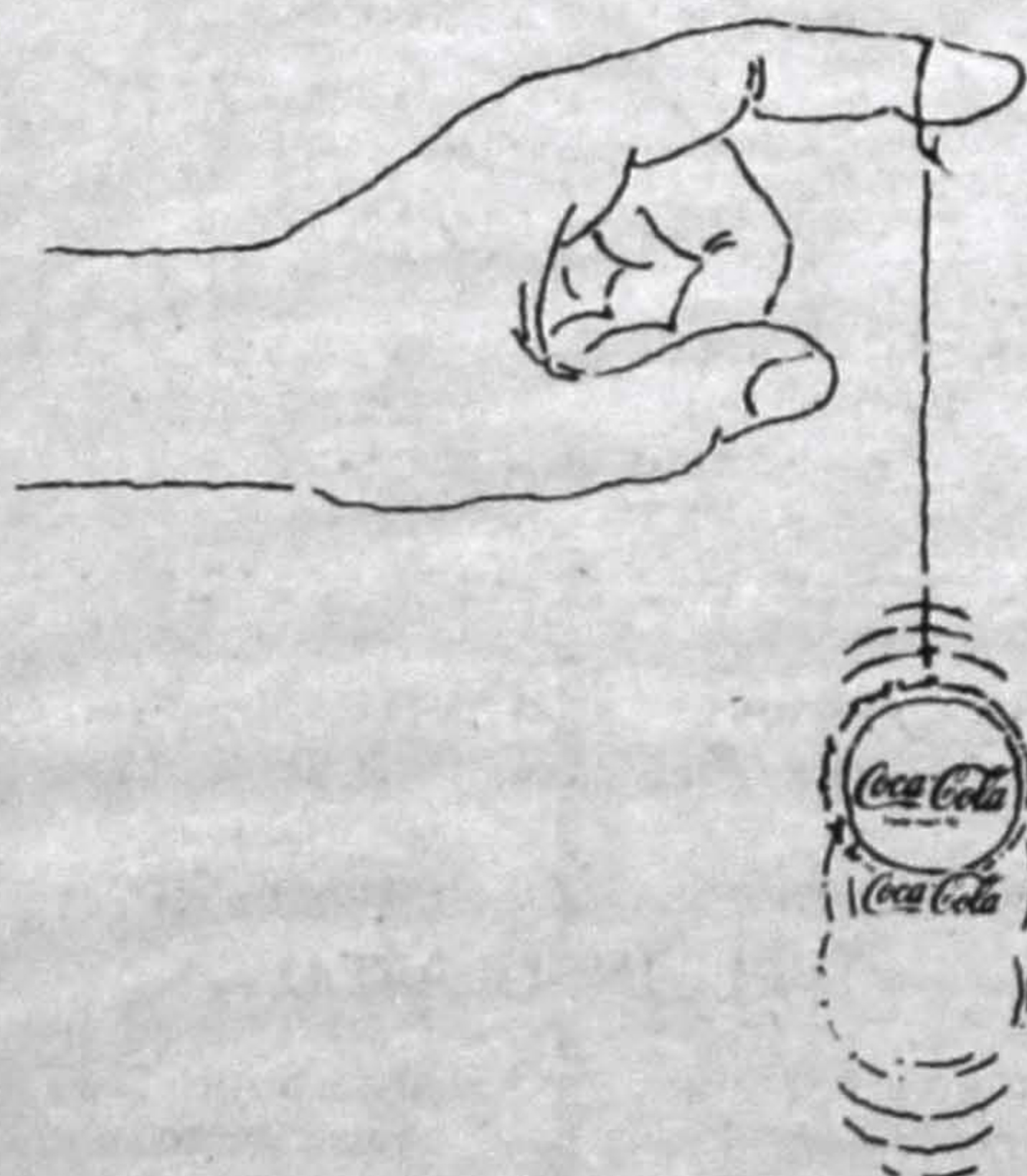


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## Students recommend variety of "important" books

by Jon Stark

The Bible, "Invertebrate Zoology," the Yearbook, and the Campus Directory. What do these books have in common?

All were mentioned in a survey of the three most important books every college student should read. The opinions of students ranged from very serious to slightly funny, but all the persons polled gave the question a great deal of thought.

Contrary to popular belief, textbooks ranked high in the "most important" area. Lori Sommers used three as her choices. "In Search of Self" led her to a better understanding of herself; the biology textbook gave her a view of things outside the mind; and "Small is Beautiful" shows that "bigness" shouldn't be the ultimate goal.

Larry Gingrich selected "On Being a Christian" because it suited just about everyone; "The Politics of Jesus" also for everyone, especially Mennonites; and "Christian Political Theology" which tells how to understand and get involved in the political and economic system.

Tom Beck chose "Small Is Beautiful" because it shows where "bigness" is leading the world, "The Russians" to see how nice we have it, and the GC Yearbook to read all the names he didn't know.

Continuing in this blend of textbook and

guidebook is Dave Powell. He selected "Invertebrate Zoology," the "Mennonite Hymnal," and the Campus Directory. His reasoning was that "Invert blows your mind," the hymnal opens it back up, and the directory helps to find someone to tell about it.

For a shift in emphasis we go to the books that Joy Neumann picked out. "Blind Date," "Woman's Room" and "Passages" are her selections. "I don't agree with everything in them but I think they make people stop and think about what they are doing."

Another person out to stimulate your mind is Charlie Lewis. He selected "Born to Win," "Life after Life" and "The Wittenburg Door". The first is about Transactional Analysis and the last is the Christian equivalent to National Lampoon and can be found in the library. According to Charlie, these will help enhance communication with yourself, your peers and God.

God's word is not missing from this survey. Mark Haarer chose the Bible as a guide for all life as well as the books "Alive" and "All Creatures Great and Small". "Alive" shows the kinds of situations you can get into and how the human spirit can survive. "All Creatures" is an example of how to enjoy the simple



graphic by Marilyn Wideman

life with nature.

Randy Stuckey also chose the Bible as "number one." He said, "You should know for yourself what it says instead of always taking others' answers." For reading that is solely for enjoyment he selected "The Lord of the Rings" trilogy and "Watership Down". Both are examples of colorful, imaginative writing and act as a brain stimulus. Dave Lapp also praised the "Lord of the Rings" trilogy because "hobbits and orks are pretty interesting to

learn about."

Absent from this survey are any books written by faculty. This can be explained by the fact that praise of the excellent literary efforts of the faculty might be misrepresented.

All the books mentioned are available if your interest has been stimulated. Many are textbooks and professors should be thanked for their choices. If your choice isn't here, start your own poll. Stimulate some interest.

## Differences in cultures, lifestyles provide challenges

# Missionary kids blessed with broader vision

by Miriam Stoltzfus

Coming from at least ten different countries are an estimated twenty-five individuals on the GC campus who have been branded for life. The "M.K." brand stands for "Missionary Kid", and although the brand has not been literally placed on any of them, they are still indelibly marked.

They are marked because they have no homeland. They are Americans (of the U.S. and Canadian breed) to the country in which they were born and or raised, and they are "not really Americans" to the country that is the homeland of their parents. They are also marked in a special way by the vocation of their parents and by the expectations society has of them to be examples of the lifestyle of their parents.

I talked with six struggling souls this past week about the problems each faced as sons and daughters of overseas missionaries. Many of the responses to the questions posed were similar, but each person had his/her own special insights.

One of my first questions to each of them was which country he/she considered home. The majority responded that they didn't feel any country was "home." Phil Witmer, son of missionaries in France, explained that he had a hometown, but France wasn't home; neither was Canada (the home of his parents' families) nor was the U.S.

Debra Brunk replied that Argentina was definitely home then, but that now she doesn't know. Debra's parents moved back to the U.S. in December and she is

new to the college since January.

Having no home with roots and binding ties sounded lonely to me and I asked if the lack of "home" created a displaced feeling. Phil Witmer's reaction was that he felt free to accept any place as home, that he could be comfortable anywhere. Where would he choose to settle? His answer was "Canada." The draft situation in France and the politics of the U.S. make the more neutral choice of Canada the most likely.

The possibility of making a home in the United States was good for many to whom I talked. However, Stephen Shank, son of David and Wilma Shank, missionaries to Belgium, would like to live in a country other than the U.S. The reason: "A consumer society — which America is to the hilt — is difficult to lead children into."

Much of the reaction to the United States was comparable to Stephen's view. Joy Ehnlé, daughter of missionaries in Japan, remembers the impressions she received during her first furloughs to the U.S. "Everything was so big — big roads, big cars, even the people were big."

Dave Brenneman, whose family lived six and a half years in Argentina remembers his criticisms of the U.S. soon after arriving. "Motorcycles and cars seemed irrelevant to atomic bombs and people starving."

All of the students felt that the opportunity to experience two cultures was valuable. Debra Brunk believes, "When you know two lifestyles you can appreciate the good things about both." One unanimously agreed-upon advantage of living in two different cultures was that, with insight into different ways of living, one can pick and choose the best parts of both.

For many of the students I talked to, being a missionaries' kid has meant the pressure of living up to people's expectations. Debra said the Argentinians expected her, as the pastor's daughter, to be "respectable and nice." Philip related the pressures he felt during furloughs when he was expected to participate in church programs and talks to people he'd never met before.

Here at GC we don't consciously apply that kind of pressure, but the pressure is there nonetheless. Joy stated that upon discovering she is an M.K. from Japan, students nod to themselves as if suspecting it all along.

When asked if mission work was something they think about for their future, the responses varied. Phil stated an acceptance of the views of mission today and is considering mission work through MCC. Debra would welcome a year of voluntary service, but does not see the need for the missionary anymore. She believes, "They (the Argentinians) have the Christian news — there is nothing new for Americans to tell them. The leaders must come from the country."

Each of the sons and daughters of missionaries here at GC has the unique problem of not really belonging to any culture, and the added difficulty of dealing with the expectations others set up for them. But they are also very fortunate, as any one of them will tell you. As Debra said, "I'm a lucky person." She and the others have been blessed with a broader vision of life, and with the opportunity to choose the better parts of two lifestyles.

## out of the ordinary



photo by Joetta Handrich

GC's administration is outspoken in its interest in initiating and nurturing close personal ties among students. Among its successes this year is this trio who obviously refuse to let a single spring bike ride inhibit their personal growth as a threesome. While the actual mounting of the bike and the initial forward progress posed the obvious dilemmas, having once gotten started, speed was no problem. The trio was reportedly last seen proceeding at a healthy rate through Nashville, Tennessee.