

While Goshen residents dig out from the recent blizzard, SST students "dig in" under more pleasant conditions. One of the nice

surprises of SST is the often exotic countryside, such as this Costa Rican landscape.

the goshen college record

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Former student missing in crash

by Audrey Augsburger

A former GC student is involved in the mystery surrounding the disappearance of a small plane in the Southwestern United States. Darlas Clemens, along with Joe and Stephanie Guhr boarded a single engine Piper Commanche piloted by Roy Slabaugh at 7:00 p.m. on December 20, 1978 at Phoenix, Ariz. enroute to Newton, Kan.

The plane was reported missing when it failed to make its first scheduled landing at Amarillo, Tex., that evening.

Civil Air Patrol authorities halted an extensive two week search on January 1, 1979 and reported no success on the discovery of the plane or its occupants. The search involved more than 400 man hours. Pilots donated their time and the Air Force supplied fuel and oil. Authorities said the search would continue if any new leads developed. The plane is thought to have gone down somewhere in the mountainous regions of Arizona and New Mexico. There was no indication of bad weather along the plane's flight path, although ice storms were reported to the north of the area.

Slabaugh was described as a "veteran pilot" who flew friends cross country. Flying home for the holidays, the Guhrs and Clemens were scheduled to



arrive in Newton at 3:00 a.m. on December 21, 1978. From Kansas, Clemens was to continue her trip to Ithaca, New York with friends from Hesston College.

Part of a Mennonite Voluntary Service Unit located in Phoenix, Arizona which consists of eighteen members who are involved in the Christian growth and service-orientated Discipleship program, both the Guhrs and Clemens are serving a one year term with the Mennonite Board of Missions located in Elkhart, Indiana.

Darlas Clemens, a nineteen

year old native of New York worked as an aide in a day-care center in Phoenix. A 1977 graduate of Eastern Mennonite High School, (Harrisonburg, Va.) Darlis attended Goshen College for the winter trimester in 1977-78. A sister (Rosa Clemens) and two brothers (Jon and Fred Clemens) are graduates of Goshen College.

Eller emphasizes simple lifestyle

by Shari Miller

"Simple lifestyle is a style of life that witnesses to our first dedication: to the kingdom of God," said Vernard Eller, professor of religion at La Verne (Ca.) College, and this week's Staley Lecturer.

Eller's book, "The Simple Life: The Christian Stance Toward Possessions," published in 1973, is only one of eleven books which concentrate on teachings central to the Church of the Brethren. "The simple life has always been one of our beliefs," he explained.

"The term itself, however, only came into use in the early part of this century."

According to Eller, his book was a reaction to contemporary books he had read which emphasized clear-cut ways to live a Christian lifestyle. "I felt called to write my book because some others seemed to be becoming too legalistic, explaining the 'how' and not the 'why.' I wanted to give a biblical rationale to balance an emphasis on the 'how to.'"

Eller candidly admitted, "I can't prescribe what the simple life should look like; it's not up to me to decide what true simplicity should mean." He believes that it's more of an attitude than a list of do's and don'ts.

"Traditionally, in our own church, wearing the 'garb' (coat and bonnet) came to be proof that you were living the simple life," said Eller. "We lost the more important inner attitude."

But how can an alternative lifestyle be implemented if not legalistically? Eller believes, "It



can happen as a group of interested people meet together. It should tie into a community which forms a covenant among its members and which studies the Bible, asking itself the question, 'Are we doing this in our own lives?'"

"World hunger and poverty are important reasons to live simply,"

said Eller, "But they shouldn't be primary motivators." He gave the example of the rich young ruler (Matthew 19:16-22): "Jesus told the young ruler to 'come follow me,' and that's the primary reason he was to give up his possessions. The ruler needed to give up (his wealth) for himself."

Eller said his book has done well on the market and has "attracted a lot of interest outside Mennonite and Brethren circles." He knows of Roman Catholics who have used it as a study guide, and he recently received word from the Department of Stewardship of the United Methodist Church, saying it is to be used throughout the Methodist Church as a study on lifestyle.

"One of the thrilling things to me in all my writing is how open other denominations are. Though most of my books reflect Anabaptist ideas, I present them only from a Biblical viewpoint," he explained. The Methodists told him they liked his book because "it doesn't dictate what to do."

Eller believes in "seeking first the kingdom of God and His righteousness." The implications which follow will lead to a lifestyle different from surrounding cultural patterns which put possessions, comfort and pleasure in first place.

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Our Community Quilt: The Case for Diversity

Within the tiresome torrent of rhetoric concerning the importance of community at GC, the need for diversity, a communal characteristic which is both a safeguard against stagnation and a mechanism of growth is often neglected.

The place for diversity assigned by community leaders is a major factor in defining what membership in the group involves. In a highly autarchic system, conformity becomes synonymous with membership, and unity comes only through acceptance of the basically static values and goals of the leaders. Free of the potential challenges of incorporating new ideas and concerns into the community framework, members begin to accept their role as followers too eagerly. The recent horror of Jonestown is an all too vivid warning of the potential harm of such a community in its most extreme degree.

In contrast to the autarchic suppression of diversity, the Anabaptist tradition of which GC is a part has its origins in the use of diversity as a means for growth and understanding. Individualism, the assertion of one's independence of thought and action, plays an important role in the structure of our community of faith. New thoughts and interpretations of God's history are continually discussed and applied to our doctrine, providing a set of progressive guidelines for our lives. Diversity, then, becomes the source of challenge, reaffirmation, or change.

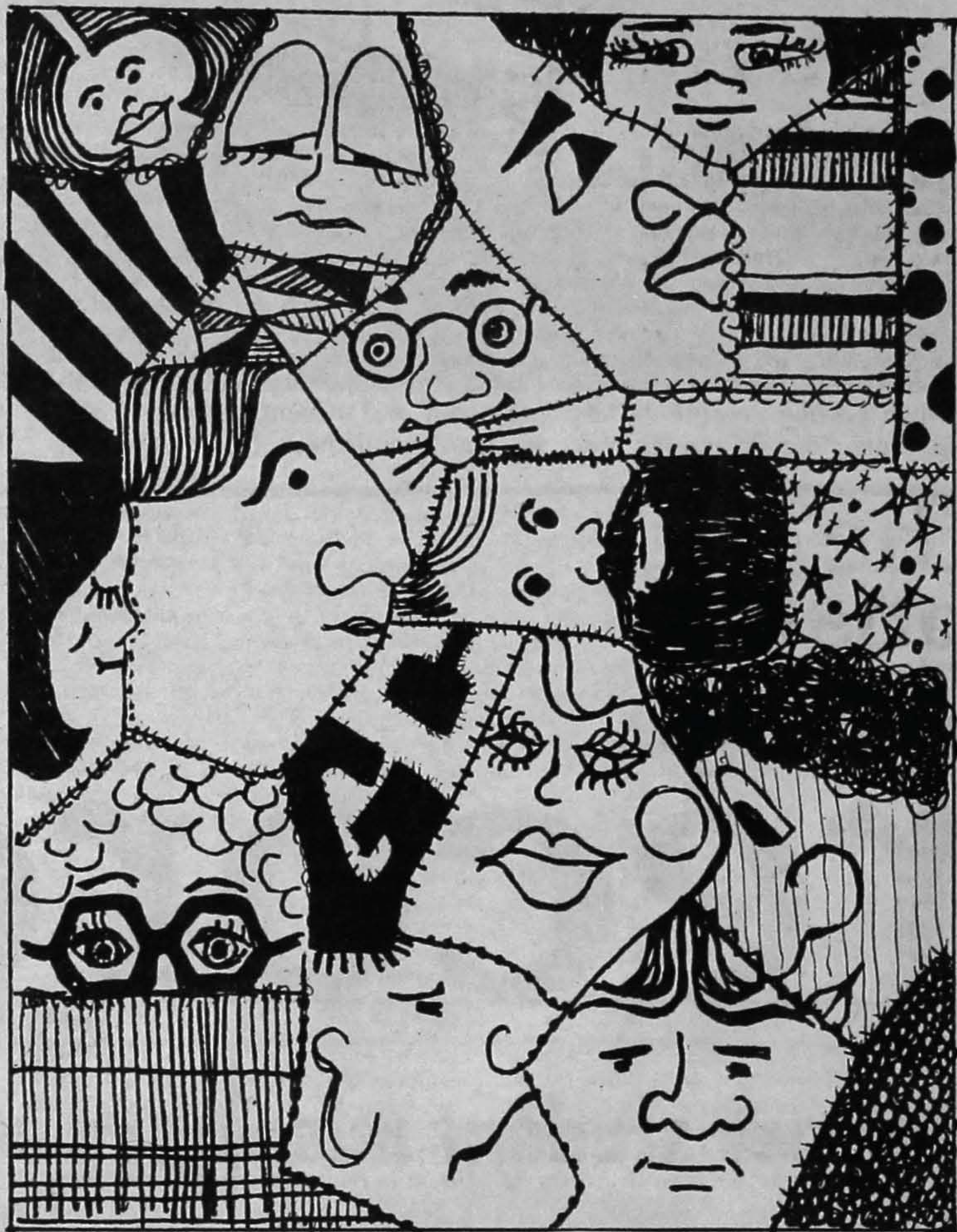
But what does this mean for GC? Does it propose a burning of our "standards for our lives together" contracts? Encouraging non-conformity and disunion? Instituting a "no rules" system of total freedom? Not quite.

Primarily, the need for diversity calls for the realization that community doesn't mean conformity. Differences of lifestyles, attitudes, and concerns serve not as disruptive forces, but as the various fabrics of a patchwork quilt, which, when sewed together, compliment one another in an effective and creative way.

Openness and consideration to contrasting members is the thread which holds the community quilt together. This thread calls for a willingness to sincerely listen to another's point of view, and a corresponding willingness to respect the person regardless of whether or not you agree with him. In short, it calls for personal acceptance of people as people.

The realization of the need for diversity also means that everyone in the community shares in defining what the community is. The constant evaluation of different ideas is the force which keeps the group alive and vigorous, ready to respond to a changing world and a changing understanding of our faith. To maintain integrity as community members, we must see that this evolutionary process continues by preventing the suffocation of diverse views.

This is not to suggest that diversity in a community has no negative effects. Contradictory beliefs and values can seriously threaten the credibility of a community's witness. Strong emotions behind opposing opinions can result in factionalism and concrete polarization of community segments. Divergence from fundamental guidelines of the



graphic by Deb Haines

community can lead to problems of discipline and order.

Yet it is precisely these potential problems which necessitate that we establish an effective means of dealing with diversity in the campus community. Our success in this endeavor will in large part determine the future composition of the body of people who assemble here. The apparent broadening of the GC community over its history indicates that perhaps we are on the right track.

—JDS

Nonverbal cues create class complaints

by Al Albrecht

Because I have been involved in the teaching of communication since 1950, I thought you might permit me a few comments on communication in the classroom. Also, as the faculty launches its Eli Lilly Faculty Development program, it might be helpful to enlist campus-wide participation in the project since the students may contribute as much to the success or failure of a class as does the teacher.

Much classroom conduct suggests that both students and teachers believe that messages are carried only by the word. And even those who would admit that tone and quality of voice, gestures and posture are part of the communication process would, nevertheless, rate non-verbal cues as relatively unimportant.

The nonverbal may, however, be more important than the verbal. So let us take a closer look at nonverbal communication. Not only do listeners attach meanings to our voice and bodily movements, but also to our presence or absence and to our silence.

The verbal is stop-and-go, but the nonverbal is continuous once a relationship has been established. And a relationship is established the moment two people are aware of each other. Erving Goffman, a communication expert, wrote that "Although an individual can stop talking, he cannot stop communicating through body idiom; he must say either the right thing or the wrong thing. He cannot say nothing."

Furthermore, very little of the way a student or teacher feels about the ideas she

prof's podium



presents is contained in the words that are used in the presentation. Communication researcher Albert Mehrabian estimated "that only seven per cent of a message's emotional content is transmitted verbally." Contemplate the implications of that for a week in your daily meditation exercises.

Teachers and students often do not appreciate the transactional nature of their relationship. Student, are you aware that what you observe at the front of the room behind the lectern may be as much a function of you as it is of the person you observe? Teacher, I trust you are aware that the way you tend to perceive the student in the back row is at least partially due to all the students you have had previously. Student, you should know that your perception of your teacher and your conduct in the light of your perception can change the behavior of your teacher. In-

dividuals do not initiate communication — they are in the process.

As an example of student response to an opportunity to study the communication process in the classroom, I offer the findings of my Interpersonal Communication class of last winter. After many hours of discussion, the class, from a list of fifteen communication problems of students, concluded that the six most prevalent were: (1) negative attitudes toward the course, (2) fear of talking to the professor, (3) stereotyping professors, (4) fear of talking in class, (5) inattentiveness, and lack of criticism for the professor's ideas.

From a list of ten communication mistakes that they believed professors make, the students selected these five as being most serious: (1) lack of feedback on papers and tests, (2) disorganization and a tendency to go on tangents, (3) unawareness of nonverbal feedback, (4) lack of enthusiasm, and (5) too much lecturing.

To correct some of these problems, the students suggested that (1) there be opportunities every three or four weeks for checking on mastery of course content through tests and papers, and (2) that there be opportunities during the tri for students to respond to the manner in which the course is being conducted. This, they believed, could be done through a steering or advisory committee made up of three to five class members, or by consulting a third party, preferably another professor.

Even if these two solutions are adopted, many of the communication problems would still remain unsolved. What are your suggestions for improvement?

the goshen college record

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Chinese alliance ushers in new era

by D. J. Grieser

An era of United States diplomacy ended on January 1 and a new one began when the U. S. established diplomatic ties with the People's Republic of China and broke off relations with Taiwan. An inordinate fear of communism and a perception of communism as a monolithic world organization had previously hampered relations. Normalization reflects a rational analysis of communism and the Chinese situation.

A little background is indispensable for understanding the Chinese situation. The years immediately preceding and following World War II were marked by civil war in China in which the Communists were led by Mao Tse-tung and Chou En-lai, and the Nationalists were led by Chiang Kai-shek. During World War II the two sides presented a unified front in combating Japanese aggression.

After World War II the U. S. supported the Nationalists, against the will of knowledgeable American diplomats, primarily because of public attitudes towards Chiang and Madame Chiang, who became American heroes. The Communists won the civil war in 1949 and drove the Nationalists onto the offshore island of Taiwan.

This time (1949-50) was a poor one for the establishment of relations with a communist regime. Rabid anti-communism, led by Senator Joseph McCarthy, dominated the domestic political scene. Another major factor was the "China Lobby," a group of avid Nationalist supporters, dating from the early years of World War II.

The U.S. first began to seek rapprochement with mainland China during the Nixon administration, which is ironic because Nixon had earlier won election and fame as an extreme anti-communist. A series of talks between Secretary of

State Henry Kissinger and Chinese officials in Peking led the way for Nixon's own unprecedented trip to China in 1972. Diplomatic recognition was held back by disagreement over the Taiwan issue until President Carter's actions of last December.

Recognition of China was a political inevitability since the Nixon trip, but several factors delayed it until the present. First of all, Taiwan remained the main obstacle. China claimed it was an internal problem in which the U.S. had no right to intervene, but the U.S. had linked normalization with a peaceful solution of the problem. This was dropped by Carter after assurances that there would be no military takeover.

Another factor which delayed recognition was the continuing leadership of Mao Tse-tung and Chiang Kai-shek. Recognition could not take place during the lifetimes of these two men.

One element that should not be ignored is the rise to power of Teng Hsiao-p'ing. Teng emphasizes the need for modernization of China and looks to the West for aid and guidance.

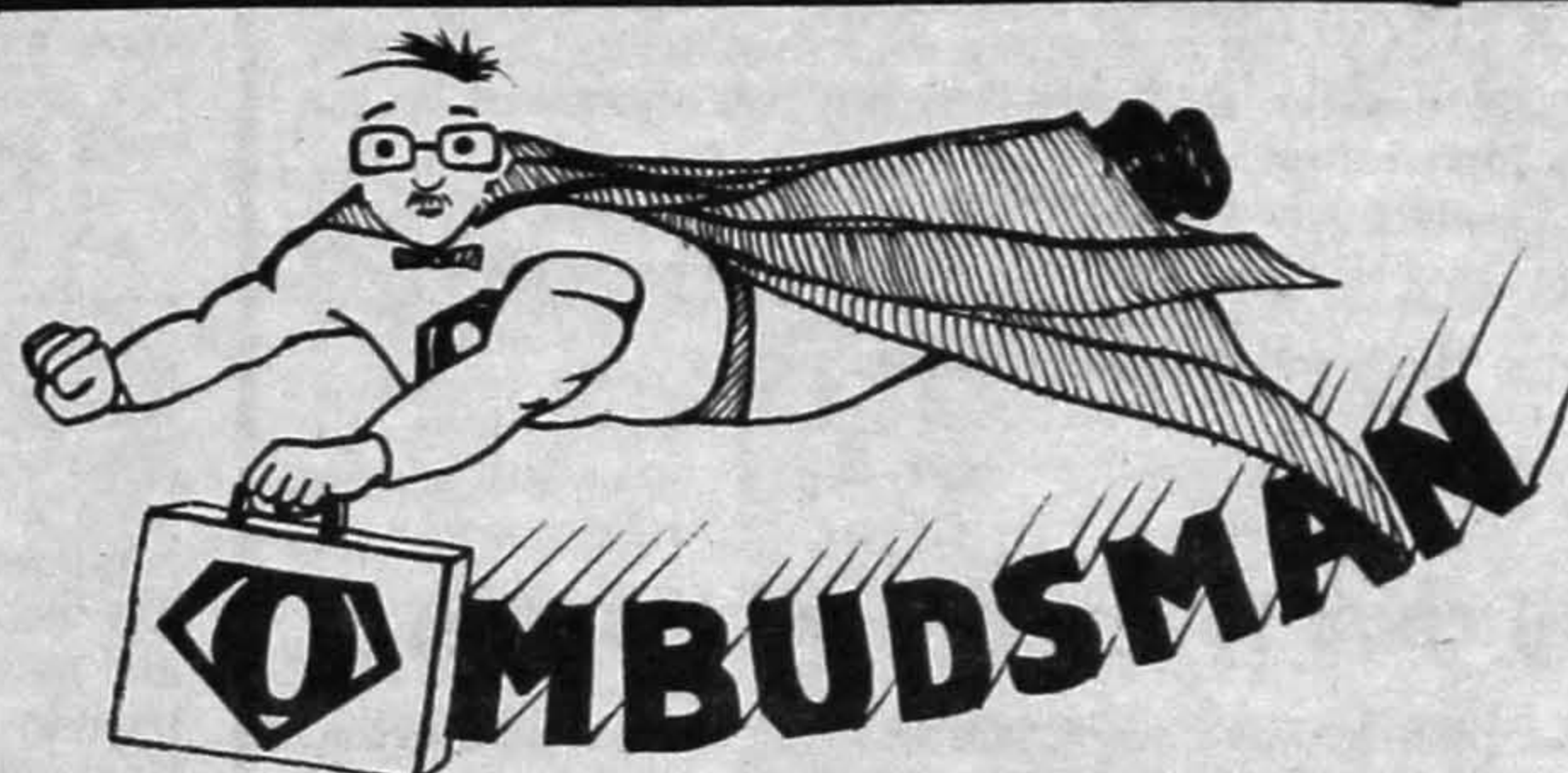
New ties with China are attractive to the U.S., both politically and economically. The former American position became politically untenable after Taiwan's ouster from the United Nations. Economically, normalization promises to lead to much trade with the mainland, with China's vast reserves of oil and other resources reducing America's reliance on OPEC and other potentially anti-American regimes.

Normalization of relations is not a panacea for all the world's ills; in fact, it creates some problems of its own. By recognizing China, the U.S. has succeeded in alienating the Soviet Union, traditionally China's greatest enemy. The Soviet Union views recognition as a threat to the status quo and may respond

by refusing to agree to a SALT treaty and increasing defense expenditures to counter Chinese arms purchases from the West.

President Carter's actions with regard to China could hurt him politically. Coupled with the Panama Canal treaties, recognition of China presents Carter as a president unwilling to stand up for U.S. interests abroad and adds fuel to a conservative attack on the White House.

In the long run, the establishment of relations with China is an intelligent and long overdue move. It will not begin to solve any of the world's problems, but that is not really diplomacy's goal. Recognition of China should increase communication and mutual understanding between the two nations, but it is an ongoing process which requires much work. We can only hope that diplomatic recognition ushers in a new era of peaceful coexistence.



by Rick Buckwalter

Dear Ombudsman,

What does one have to do to improve telephone service on campus? Last Saturday I expected a friend from Michigan at 7:30. When he hadn't arrived or called by 8:30 I tried to call, but ran into a series of problems with the pay phone. When I finally got him an hour later, I learned that he had been calling all evening, but no one answered on the floor phone. Later we found out our floor phone was out of order. When the campus operator connected him with our floor phone he heard the phone ring at his end but the phone was not ringing on our floor. I nearly went sick with worry that night! Who's responsible?

"Any telephone on campus not functioning properly should be reported to the campus operator," said Dana Sherman, controller, who is in charge of telephone service on campus. "The campus operator will then contact the telephone company and the necessary repairs will be made."

Your hall phone on Miller 3rd has functioned unpredictably since last spring. Since that time, head campus operator Kathryn Swartzendruber has received numerous complaints and has relayed them to General Telephone (Electric GTE). As a result of these complaints, servicemen have examined the telephone three or four times prior to your inconvenience.

Ombudsman relayed the details of your frustrating experience with the Miller 3rd phone to the campus operator who in turn called GTE on Monday and requested that a serviceman inspect the phone.

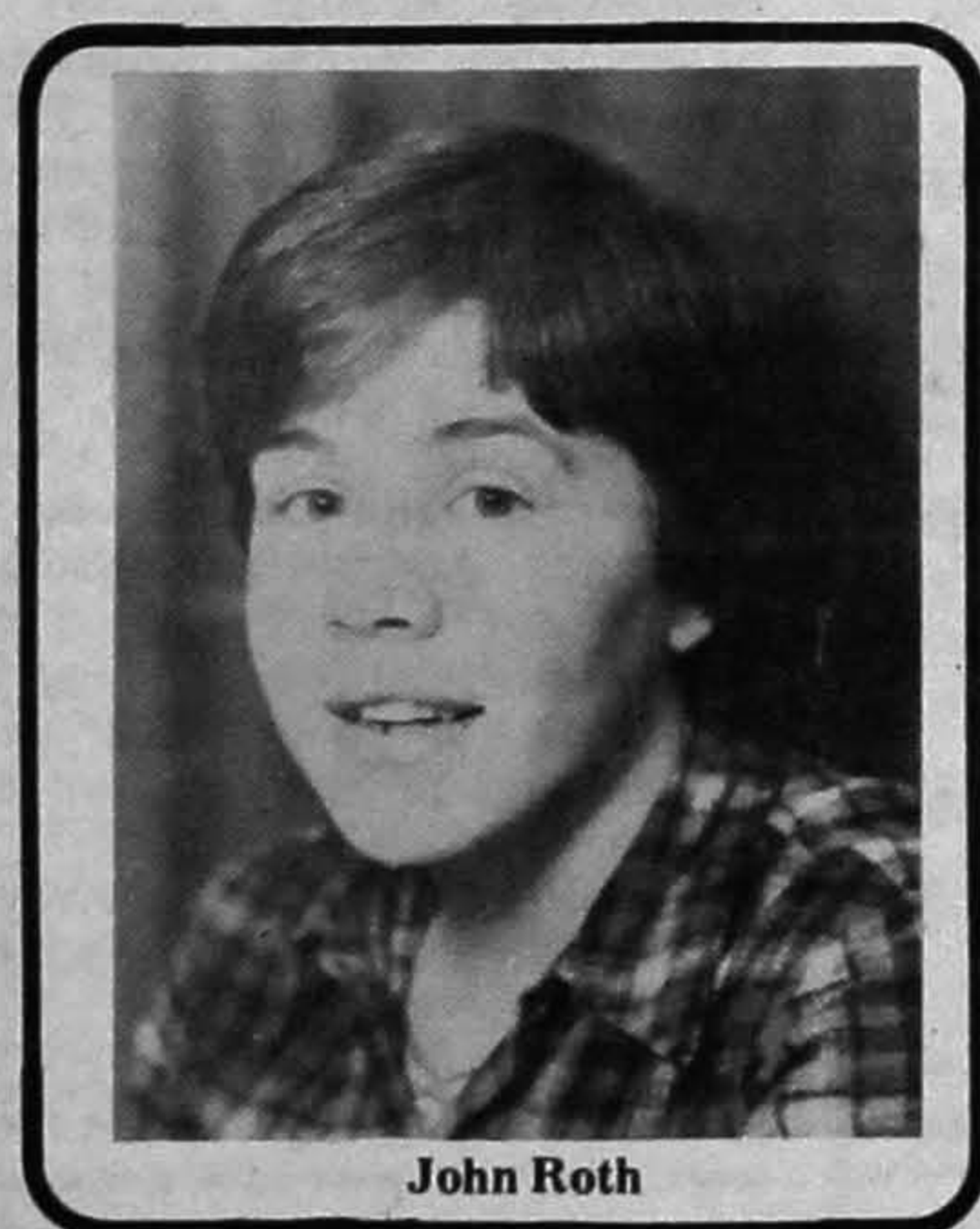
After inspecting the phone on Tuesday morning, the serviceman determined that it was in good working order. "Every time they come to service that phone it decided to work fine," said Mrs. Swartzendruber.

As of Tuesday afternoon, all campus operators were reminded to be alert for abnormally functioning chords on the switchboard which might be causing the faulty connection between the switchboard and the Miller 3rd telephone.

Several students have also informed Ombudsman that they have waited as long as five minutes or more for the outside operator when calling long distance on pay phones in the basements of Miller, Coffman, and High Park 1st.

Mrs. Swartzendruber said such delays might be avoided if students use pay phones during off-business hours. Students should notify the campus operator when a campus pay phone provides inadequate service.

John Roth combines fun and education in Europe



John Roth

by Chris Miller

Last year, near the end of June, sophomore John Roth boarded a plane for Europe to begin six months of one of the most exciting and educational experiences of his life.

While at GC John had met a former exchange student from Austria. The student knew of a family there who needed help farming, and since John had been wanting to "get away and try something different," he decided that this would be a unique opportunity to do so.

During his first four and a half months, John worked on the grain elevator with his "father" in the village of Alberndorf, renovated a house with a seventy-year-old former Nazi S.S. Trooper who was full of colorful stories, and harvested grapes with only "a bunch of fat, old, toothless women" to keep him company.

John's biggest frustration was trying to master the language. With two years of high school German, John expected to pick it up in two or three weeks. However, it took him two months to understand

German and three to speak it fluently. Many of the people spoke a German dialect and generally weren't too helpful in teaching it.

During his last six weeks in Europe, John traveled through Czechoslovakia, Yugoslavia, Greece, Hungary, Italy, France, Germany, and Switzerland, using a month-long Inter-rail train ticket. He usually backpacked by himself, but was occasionally accompanied by another GC student Sally Oyer.

In Greece, John had all but \$60 of his money stolen by a con man. He needed \$30 of this for another ticket, which meant that he would have to live on \$10 a week for the remaining three weeks.

He began going into bakeries asking for stale bread (food is even more expensive there) and sleeping in train stations or wherever he could. Sometimes people invited him to their homes. Once, during a blizzard in Switzerland, he spent three days high upon a mountain in a beautiful little chalet, waiting for it to stop snowing.

One day in Zurich, Switzerland John, sporting his GC tee-shirt, met a Mennonite tour group led by George Brunk. One of the members turned out to be John's second cousin, and another was from his hometown in Ohio.

Although John's travels were indeed fascinating, the highlights of his stay in Europe began in Austria. Here he encountered one of the leaders of an underground protest movement in Czechoslovakian.

John picked up a man with a briefcase who said he wanted to go to the Czechoslovakian border to pick up his car. Since John lived only two miles from the border, he agreed to take him. On the way, the man, whose name was Frantisek, explained that he was a potter who had been forced to leave his country the night before. The reason was his participation in a protest group fighting for the right to express themselves, especially through art. Now he had almost nothing left, and

when they reached the border, John went home to try to find him some food and a place to stay.

When John returned, however, he found that the Austrian police had taken Frantisek away for questioning. John heard nothing more for a long time. Finally he began calling government offices in Vienna trying to locate the man. He even talked to the Secretary of State.

At last, John found the potter, who now had an apartment in Vienna, and went to visit him. While there, John mentioned his interest in visiting Prague, the capital of Czechoslovakia. Frantisek thought this was a good idea, for he had some friends there who would be wondering about him. He gave John their addresses, and John left for Prague.

When he arrived in Prague, John felt more lonely and depressed than he had ever felt before — everything was written in Czech or Prussian, soldiers were marching everywhere, and the whole city seemed gray. Luckily, John located some of Frantisek's friends, who promised to show him around.

During the next three days, John met most of the leaders of the underground movement in Prague. These people were all on the police blacklist — their phones were tapped and their rooms were bugged.

To John, being part of a resistance group for three days was a strange and somewhat dangerous experience, "sort of like a cheap movie — it's fun and exciting at first, but then it gets very depressing when you realize people actually have to

live like that." It gave him a different perspective on freedom in America.

When he reached home, in Alberndorf, he found that while he'd been gone, the town had become interested in the affair. So had a reporter from Vienna, who invited John to spend a week-end with him hiking in the Alps and telling his story. As a result of the favorable publicity, Frantisek was given his own home, potter's wheel, and oven in Alberndorf.

John had many other interesting experiences in Europe through which he gained valuable insights. Two things, however, he considered most important: First, he was able to prove to himself that he could make it on his own. Almost no one where he had been could speak English, and it sometimes got very lonely, yet he never called home.

Secondly, John found that "you don't have to be in college to learn." He says that very possibly he learned more in those six months than he ever will in college. He now believes that everyone should take a break sometime during their college education.

So, although there were many frustrations, John feels his adventure was "well worth it." The worst pain came after he returned home to Ohio. He lost everything in a fire that destroyed his home soon after Christmas: many special keepsakes and souvenirs in the blaze, including all of his slides. Yet that's all right, John says, because it gives him a good excuse to go back. In fact, he is looking forward to it already.

what's happening

Artists Series to feature Schlamme

Martha Schlamme will be performing in the Artists' Series on Friday, Jan. 19, at 8 p.m. in the Union Auditorium.

Full-time students will be admitted free, part-time students pay according to the number of hours they are taking, and others may purchase \$4.00 and \$5.00 tickets.

Choir, ensemble to perform

The Chamber Choir and Freshmen Women's Ensemble will perform Sunday, Jan. 21, at 6:00 p.m. in the Church-Chapel. The choirs are directed by Doyle Preheim and sponsored by the College Mennonite Church.

The Chamber Choir will perform selections by Haydn, Motet #6 by Bach, early American hymn tunes, and a contemporary piece by Nystedt. The Freshmen Ensemble will perform three numbers. There will be no admission charge.

IU choir to give special program

The Indiana University Chamber Choir from Bloomington, Ind., will be performing Monday, Jan. 22, at 8 p.m. in the Church-Chapel. The group is directed by Dr. Alan Ross and is one of the finest choral groups in Indiana, according to Doyle Preheim, professor of music at GC.

The first half of the program will contain sacred numbers and the second half will feature 16th-century madrigals. Admission charge for students is \$1.00; others \$2.00.

Forum features Snyder

The 1979 Discipleship Forum Series, entitled "Missions, Evangelism, and Church Growth," will hold the first of six forums Monday, Jan. 22. The session will be led by Howard Snyder in the conference room of the Newcomer Center (Room 19), from 4-5:30 p.m. and 7-9 p.m.

Recital to be given

The first Sophomore Communication Recital, performed by Sam Sommers and Maryette Kramer, will be presented Thursday, Jan. 25, at 7:30 p.m. in the Umble Center.

The recital will feature two sketches from "People" by Jules Feiffer, a dramatization of the prologue to the play "Androcles and the Lion" by George Bernard Shaw, a reading by Edgar Allen Poe, and other selected poetry and story readings. There will be no admission charge.

Tennis matches set

The Intramural Department will sponsor a night of indoor doubles tennis at the Racquet Club, Tuesday, Jan. 23, from 10-12 midnight. The courts are reserved for college use during this time and there will be no charge for court time.

Anyone wishing to play should send the names of himself and a partner to Dwain Hartzler by 5 p.m. Monday. There are only six courts and if more than 12 teams enter-playing time may be restricted to one hour.



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Schlamme to perform tonight

by Lori Oswald

Anyone who might want to put their student I.D. to maximum use or take a date to a unique musical evening should come to the Union Auditorium tonight at 8:00. Martha Schlamme will present "Songs From Many Lands" as part of the Artist Series here on campus.

Schlamme is today one of the leading ladies of concert and night clubs. She is perhaps best known as a folk singer who sings folk songs not in the manner of a "folk singer," but rather as a concert singer.

Schlamme portrays human emotion with a heart-stopping effect as she sings songs in more than 16 languages. During each program, Ms. Schlamme draws upon a large and international repertoire: Broadway and European musical theater, old and new folk songs, poetry, and popular songs. She is a master storyteller with an ability to project herself dramatically, making dialogues and narratives

come alive.

Schlamme's performances feature the rare combination of a concert singer's musical artistry, the warm intuitive feeling for the interpretation of a song, dramatic power and a vivid personality.

Born in Vienna, she inherits the rich tradition of a musical city. This, coupled with extensive travel throughout Europe and North America gives her a perfect background for the traditions she recreates.

Ms. Schlamme began her career in Europe, where she acquired her expertise in country folk songs and famous theater songs by Brecht and Weill for which she has received international acclaim.

In addition to her numerous Broadway, off-Broadway, and regional theater performances, Ms. Schlamme has recorded a dozen solo albums. Her seminar, entitled "Simply Performance" has been a success at Yale University, the Philadelphia Music Academy, and the New School in New York City.

Come and see for yourself.



photo by Lester Snyder

Discover what the Herald Examiner meant when it said, "On a given night, at a certain place, and with a certain company, you can be unexpectedly and irrevocably moved in such a way that will never happen quite the same again. Such is the case with the Martha Schlamme Concert. You know she has seen more than you, and probably lived and died more than you. She is no longer pretty, but beautiful for what she has suffered."

High school students get into the act

by Marilyn Burkholder

Drama students from at least five high schools will share roles as actors and audience this weekend as they participate in the Drama Festival Workshop at the John S. Umble Center.

Bethany Christian, Central Christian and Lancaster Mennonite will be among other high

schools represented in what promises to be a lively day of entertainment and education.

Hosted by the GC Players and the play production class, each school's troupe of actors will present one play, which will be followed by a group discussion and analysis of the presentation led by Umble.

Students are expected to arrive late Thursday or early Friday, with an informal registration and

ice cream social scheduled for Friday evening.

On Saturday morning plays will be presented at the beginning of each hour from 8 a.m. to 4 p.m. Plays will last one half-hour, allowing a corresponding half-hour of discussion for each play.

Visitors are welcome to attend all the performances, free of admission, but are asked to use consideration when entering or leaving the day-long activity.

SST

continued from p. 1

Goshen and also on the SST Evaluation Committee, further explained three areas that the committee hopes to study in order to accomplish their two main tasks:

First, SST's impact upon students as individuals will be

measured. Psychological, intellectual, spiritual, and social changes and growth often occur during an overseas trimester. The committee will attempt to assess these changes by reading student journals and interviewing all of this year's fall SSTers. To check the lasting

effects of SST on the individual, a questionnaire will be sent to all alumni who have participated in the program.

The second area of investigation pertains to SST's impact upon faculty members and GC as an institution. The effect of SST upon Goshen's educational programming and its psychology of learning will be among the issues dealt with here.

Finally, the committee will evaluate the study-service trimester's impact upon host countries themselves. Both Beechy and Leichty state that because of limited time and money this aspect of the investigation will be more limited in scope.

The committee hopes to wrap up its evaluation sometime next spring.

Although no new SST programming changes are in the works for the near future, steps have been made toward investigation of possible new locations. In the past, Africa, India, and South America have been considered, but air travel costs and other factors proved prohibitive. At present the college is considering Cuba and Mainland China as prospective host countries. Provost Henry Weaver has been active in beginning inquiry in China and emphasizes the unpredictable chances of gaining entry: "Student groups are just beginning to be allowed in China for 19-day tour periods. What we are proposing is very different — a mixture of study and service." Weaver further explained that even if permission to begin an SST program in China is secured, price may be an inhibiting factor.

Whether or not new locations are established, the SST program still remains a vital part of many student's experiences at Goshen College.



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Art department still an unsolved mystery to many

by John Ulrich

The once highly frequented meeting place of the old Memorial Library is now an area of great mystery to many who daily pass it by.

For those who have never been inside the Art Department, there is a milieu of equipment. In the ceramics lab, which is down in the basement, there are six new throwing wheels and six old wheels. There are two gas kilns and one raku kiln which are used for glazing the pottery. Inside the building there are two electric bisque kilns and a clay mixer along with a new press.

art

The sculpture room, also in the basement, contains some wood working machines. These tools range from a Rockwell/Delta wood lathe, table saw, band saw and radial arm saw to manners and other hand tools.

On the main floor there is the drawing, painting, and print making equipment. On the third floor there is a lecture room, jewelry making facility and the design and print making room. Throughout the building there are many other features too numerous to mention.

With a building like this which has so much to offer, one has to ask why it remains such a mystery. There are possibly four reasons for this phenomenon.

The first of these is simply ignorance. This article conquers this first stumbling block by providing the information that there are 2 1/2 professors in the department: Marvin Bartel (1), Abner Hershberger (2), and Judy Wenig-Horswell

(7/8) (not meaning that Judy is only 7/8 professor in quality of input but that she is 7/8 professor in quantity of input). They offer a wide variety of courses ranging from Drawing I, and Painting and Design I, which are for beginning art majors and novices, to media workshops in intaglio and special projects in 2 and 3 dimensions, with Photography class laced somewhere in between.



photo by Lester Snyder

Ron Troyer entertains grand notions for his modest lump of clay.

The second excuse for students avoiding the Art Department is a common one — the lack of time due to selling oneself to another discipline. Professor Wenig-Horswell is sympathetic to this. She feels "art is of definite value to a liberal

education. Yet, I turn right around and want all my art majors to take as many art courses as possible."

The third hindrance is simply the fear of exploring into a new area. The exploration from one discipline to another is something that is done quite frequently on the campus in many areas; but the trip from the biology to the history department is less traumatic than the journey from the biology to the art department.

There is something very unusual about art that distinguishes it from other disciplines (with the possible exceptions of music, physical education and drama). A reason for this commonly sensed fear of exploring the unknown is that an art course entails much more than simple ideological, theoretical and philosophical discussion and learning. Art moves into the act of creating an expression/object out of the given raw materials. Professor Abner Hershberger comments that "art challenges the intuitive and creative aspect of an individual." These two dimensions, intuition and creativity, are two reasons for the fear students have of taking the initial step into the art department.

It is exactly for this reason that art courses should be taken when time permits. "Art is an important part of one's life," comments student Lisa Hoover. She feels that art is very much a part of the total person. In many of the college's other disciplines there is not the involvement of the "self" and the physical activity which characterizes the visual arts. "Art presents a way of looking at things," comments Professor Wenig-Horswell, "which can be applied to other disciplines."

This suggests a fourth reason the Art Department remains a mystery to many. People feel that they are not "artists," so they do not even consider taking art courses.

In response to this not unusual feeling, Professor Wenig-Horswell says that she does not try to make everyone that takes an introductory art course into an artist. On the contrary, she tries to have one

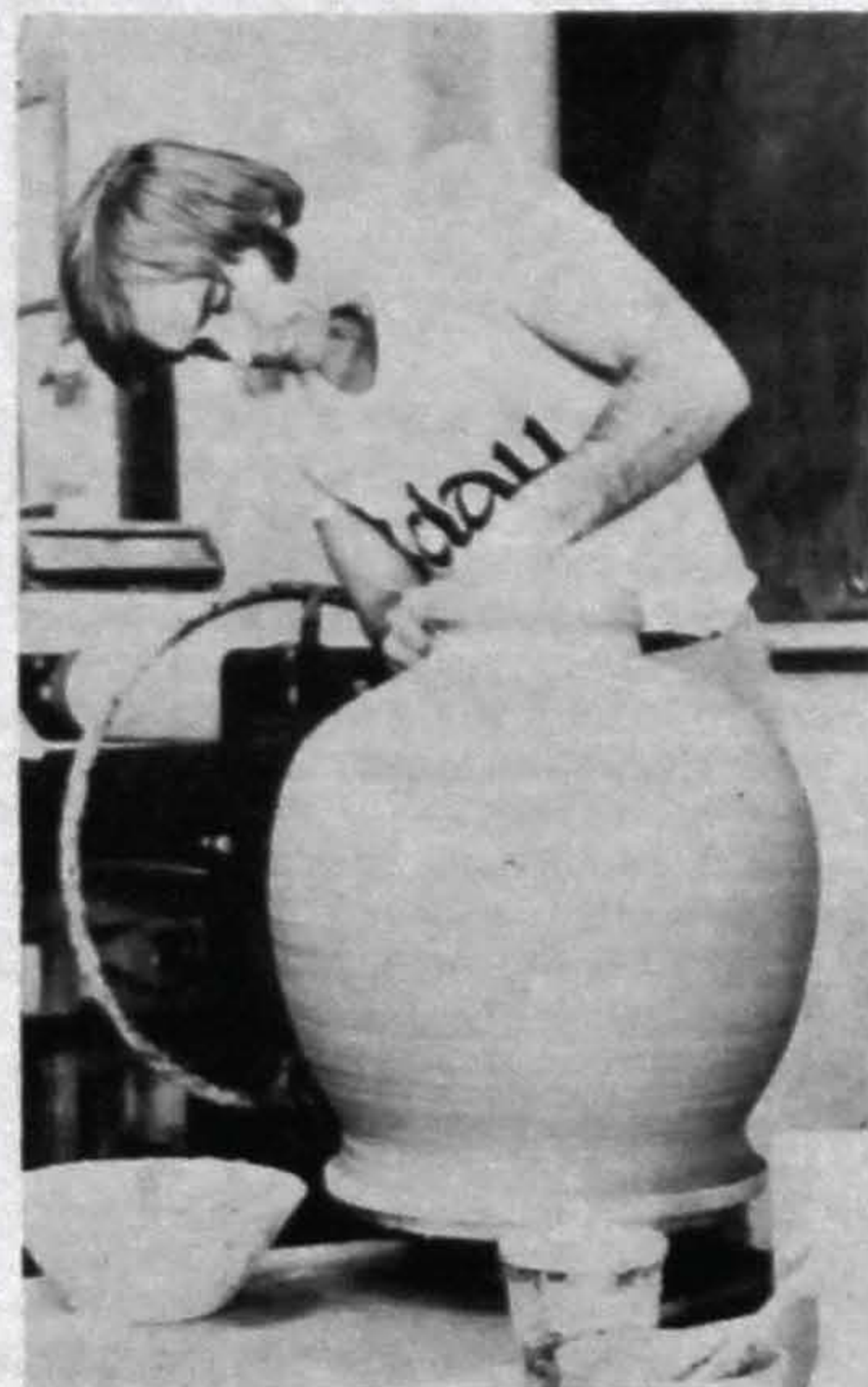


photo by Lester Snyder

Marvin Bartel works patiently, waiting to see what turns up.

Wenig-Horswell senses that there is an increasing interest in art from non-art majors. She presently has two Bible majors in her drawing class. Both professors interviewed and several art majors encourage those outside the discipline to take an occasional art course because, according to Hoover, they "prevent the art department from becoming too ingrown." "Non-art majors often raise valuable issues and questions," says Professor Hershberger. Drawing and Design are courses which provide an opportunity for novices to build self-confidence and gain concepts about one's own art. These classes then open the doors to the rest of the many diverse facets of the Art Department.

Review

Art exhibit visually vibrant

by Lisa Hoover

The Greg Constantine exhibit currently on campus combines the visual qualities of a color television picture and the characteristic styles of exceptional artists through the medium of paint.

The "Seurat and Clark," painting illustrates this union very well. The pointillistic style of Seurat's "Sunday Afternoon on the Grande Jatte" is depicted through the use of many concise different-colored marks. These reflect the color patterns of a perfected color television picture. British art critic Kenneth Clark is shown standing in front of the painting: an instant of television-time caught forever.

Constantine's choice of colors is unusual, and their arrangement complex. For instance, the Francis Bacon painting appears to be an intricate color pattern emphasized by areas of black. But upon closer inspection, it is apparent the black color effect is achieved by a dark blue line against a brown canvas.

He also uses as many different colors as possible in one area, with their same value as the controlling factor. The different areas blend together as a recognizable image, similar to the way television pictures are transmitted. The effect is both rich and intricate.

Constantine also expresses the characteristic styles of Picasso, Salvador Dali, and others through his use of painting — sometimes employing distorted television signals.

The way in which each painting adapts to the artist being presented adds variety to the exhibit. "Beckman Self Portrait and Beckman," done with fewer varieties of paint to produce the characteristic "flatness" of Beckman's work, fits in well with a color television format. In contrast, this format is completely abandoned in "Dali." Here the paint completely covers the canvas, and the strokes are less controlled.

Two other important paintings are "Picasso" and "Francis Bacon." Both use television picture distortions to express the qualities of the artists. "Francis Bacon" is done in the more controlled style, with only a few clues as to what the undistorted picture would look like. In "Picasso," a mis-tuned horizontal tear disrupts the images.

In response to this exhibit one could ask the question, "Do these paintings make any kind of moral or ethical comments on the use/abuse of current television media?" And a question one step further might be, "Of what importance, if any, are they to the campus, beyond the students' faculty of art classes?"

My response to the first question is "No, I don't believe the paintings make an ethical or moral statement — however, it is interesting to look." But I do believe this exhibit has significance beyond those who are currently studying teaching art, in that it presents new notions about what painting and images might be. And these new notions should serve to make painting more approachable to anyone by opening up a new world of possibilities.

the
goshen
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record

features

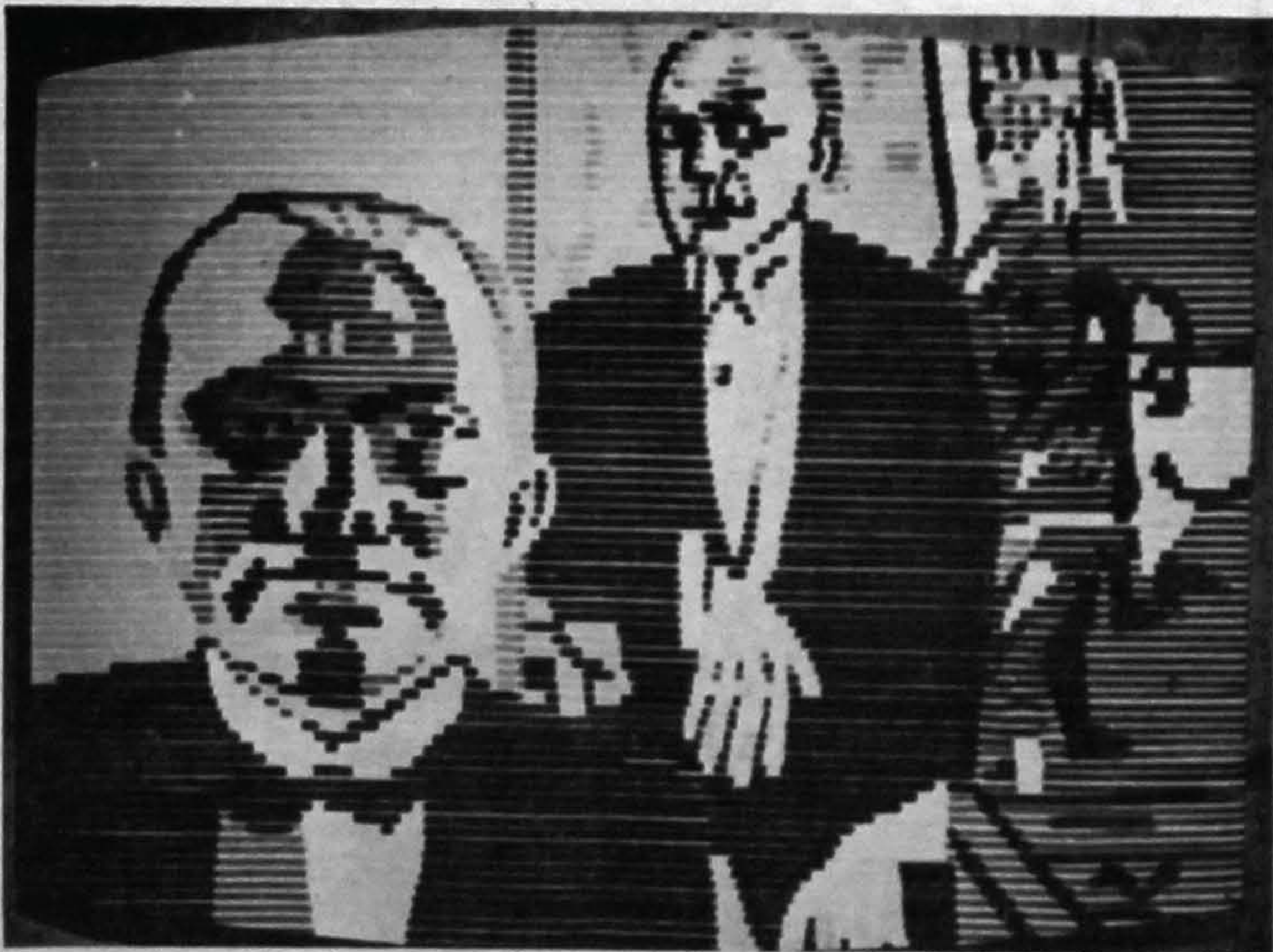


photo by Sean Cohan

The unique work of Greg Constantine.

sports shorts

Women fall to Defiance

The Goshen women's basketball team suffered its first defeat of the new season Monday night at the hands of Defiance, 57-45.

According to coach Ruth Gunden, the defeat could be attributed to general lack of size, which greatly limited rebounding efficiency. Also disappointing was the shooting percentage in the second half. Defiance, led by Chris Slatlery with 26 points, shot 42%, while Goshen shot a disappointing 36%.

High scorers for Goshen were Julie Froese with 21 points and Trish Albrecht with 8. Other stats for Goshen included: team rebounding, 26 and turnovers, 23.

The GC women next meet Concordia Teacher's College of Chicago on Saturday.

Tri State dribbles over Leafs

In what turned out to be an exceptional game, the Goshen Maple Leafs dropped a 88-70 decision to Tri State at home Wednesday night.

Individual and team performance was excellent. High scorers for Goshen were Nofsinger and Beck, each with 18; and Kauffman 14, and Edwards, 16. The game was plagued by fouls — a total of 58, including 33 on Goshen.

The loss puts Goshen's record at 0-5 in conference play. In a Monday game, Goshen lost 81-71 at St. Francis.



photo by Lester Snyder

A fast puck, sharp skates and cold ice present a worthy challenge for these hockey enthusiasts.

Hockey buffs clash at Shanklin

by Dwight Burkhardt

This week is Super Bowl week in the United States. Football fever grips the nation, holding it glued to the tube and sport pages. Basketball also arouses its spectators to feverish heights, especially in those last few minutes when the lead fluctuates from side to side.

The religious watching of sports events is an American way of life. But for some this is not enough. For reasons of fitness, enjoyment, competition or numerous other motives, many people take that 'extra step: participation.

Some of these are satisfied with indoor recreation, especially now that winter has grasped us in its icy grip. But there exists a hardier breed of athlete who not only battles his peers in competition, but also dares to stand up to the frigid forces of nature. These gladiators lace on leather armor, steel and cloth, take up their weapons of war, and trudge off to frozen ponds and rivers to engage in the ultimate battle —

the game of hockey.

These agile warriors clash in a flurry of bodies, sticks and razor-sharp blades in an effort to gain control of the hard rubber puck. Not only this, but they are also called on to brave the cold air and withstand that occasional humiliating moment when one of them crashes headfirst into one of the many snowbanks that encircle the rink.

Who are these valiant soldiers who risk frostbite and battered shins to satisfy some primitive desire for competition and fun? They are for the most part GC students, from Pennsylvania and Michigan, where there is enough cold weather to freeze water, and from Canada, where it is cold enough to freeze hell over. Occasionally other members of the Goshen community step into the arena and join the fray on the ice in Shanklin Park.

I would be misrepresenting the game, however, if I left you with the sole impression that hockey is a violent and bloody sport. In the professional ranks violence and

the tough image is played up to attract spectators. But the true nature of hockey is epitomized in the speed, grace and artistry of swift skating, accurate passing and abundant goal scoring. These aspects of the game are the most important in a pick-up hockey game.

With its continuous, non-stop nature, "shinnies," or pick-up games, demand a great deal of physical effort on the part of the players. After two or more hours of play the body is totally spent, drained of every last hint of energy. There are no referees, therefore no whistles and consequently no stoppages in play.

Neither is there any set strategy; the object is to score more goals than your opponent. But ultimately the purpose is to simply have fun.

As a winter recreational sport, hockey is enjoyed by almost every Canadian youth. I literally grew up on skates, lacing up my first pair at the ripe age of five. The game has been a way of life for me since then.

When I first came to Goshen in the fall, I hadn't given any thought about playing hockey this winter. I assumed there weren't enough Americans with the same burning passion I had for the game to form a group large enough to play.

But word soon spread that there was a crazy Canuck who wanted to play a little hockey. And as the cold weather descended from the north, other hockey fanatics came out of the closet and, throwing off their guises of sanity, donned the uniform of hockey players.

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Elaine Bigler "gets two" the hard way.

photo by Lester Snyder

Winter enrollment higher than normal

by LuAnn Yoder

Tentative figures released by Henry Weaver Provost, indicate another unusually high winter enrollment at GC.

Although a decrease in enrollment between trimesters still exists, the number of students returning in the winter has been steadily increasing. This increase is consistent with the trend of the past five years.

According to a tentative enrollment report from the office of John Nyce, Registrar, there are 1067 full time and 119 part-time students enrolled for the winter trimester. This includes 84 students now on SST and 26 students involved in other off-campus programs, and makes a total enrollment of 1186, 29 fewer than were enrolled in the fall.

The 427 full-time men and 640 full-time women can be categorized into the following classes: freshmen, 284; sophomores, 277; juniors, 310; seniors, 191; and post-graduates, 5.

In 1973-74, 60 students did not return for the winter tri. During

the three school years beginning with the fall of 1974 through the spring of 1977, the drop off has been 48, 43, and 24 respectively. Last year there was a difference of only 21 students between trimesters. Full-time enrollment this winter tops last year's record by seven.

Why don't students return after the fall trimester? Russ Liechty, Director of Counseling Services, said that most students give personal reasons for their withdrawal. For example, a boyfriend or a girlfriend at home, or the feeling that they need more

time to think about the future or decide on a major. Some return home or go into service assignments with the possibility of returning to school later.

But the steadily increasing number of students returning in the winter trimester led Weaver to say, "We're very pleased with the high enrollment report. We believe that the figure reflects an increased interest in the benefits of a broad liberal arts education, and an increased sensitivity of the Student Development Office as to the reasons students were dropping."

penalty shots

by Brent C. Harte

American lifestyle is full of deficiency. One which rears its ugly head in my conscience is the absence of women's intramural sports offered at GC.

However, those involved in planning the intramurals are caught between the rim and the backboard. When they do not offer women's intramurals there are complaints, but when they do offer the sports there are not enough participants to make complete rosters. The intramural sports for women end up being dropped and the cycle starts all over again.

Women's intramural sports may be suffering from "The Post High School Shift in Competition Emphasis." This occurs when the female finds books more appealing than basketball, volleyball and other possible intramural sports. It has also been suggested that women play high school sports for an identity (in laymen's terms, according to groff's Brain, "to leave a mark").¹ However, as the studious young lady enters college, she finds other ways to create her identity and no longer needs sports to make herself visible to society as a whole.

I would like to suggest several alternatives for female intramurals at GC.

- Offer new competitive and non-competitive sports on a trial basis:

- Introduce obstacle course races to be held during half-time of the home basketball games. Male and female teams may compete together, thus solving two problems: the females' need to create an identity and the males' need for a cheering crowd.

- Conduct one-day trial tournaments of coed, stag, and neuter participant interaction:

- 1.) A one-or two-day floor hockey tournament. This would promote interaction between the field hockey and ice hockey players.

- 2.) Ping Pong with mixed, neuter, and stag competition. (finals may be held during halftime of home basketball games).

- 3.) Another wiffleball tourney.

- 4.) Air Hockey.

- 5.) Pool.

If these alternative intramural sports are unacceptable or offensive, tough! If you happen to like these ideas or have a few of your own, please submit them to Dwain Hartzler, Lori Sommers or Tom Albrecht.

¹groff's Annotated Brain, left side cells, 36-38; 1979.

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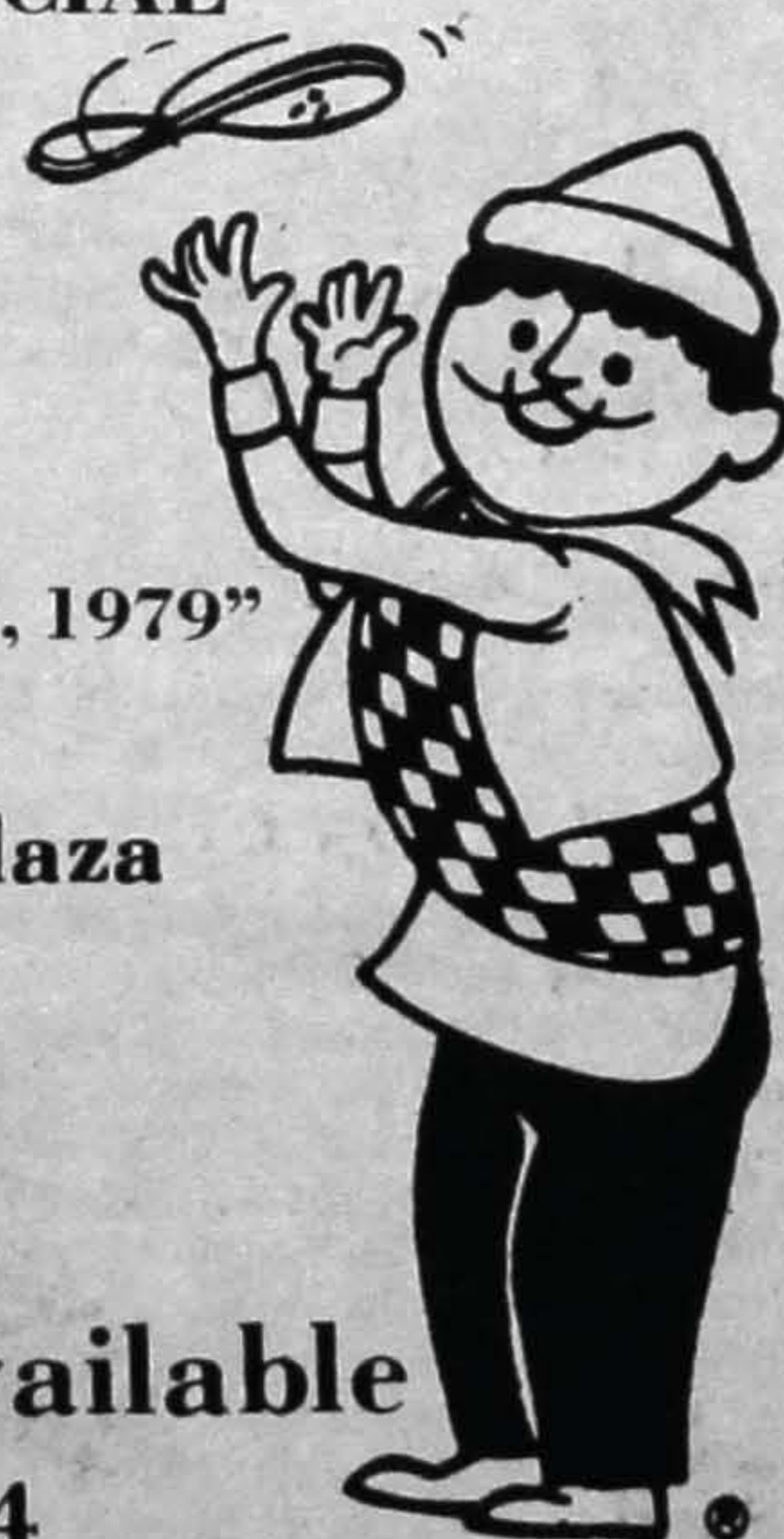
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Now as then, fountain makes waves

by Stan Bontrager

On a cool autumn evening as the sweet sounds of nature's wonders softly pervade the air, stars slowly appear and the moon begins to traverse the sky. Students start to relax from the terrors of the classroom, lulled by the gentle splashes of that most wonderful of architectural feats: the fountain. As soon as peace has settled upon the campus, the night air is rent by hoarse shouts and shrill screams as yet another victim is claimed by what most wonderful of architectural feats: the fountain.

Properly named the Adelpian Fountain, the fountain which stands in front of the Administration Building was donated in 1940 by the Adelpian Literary Society, at that time called the Coming Men of America (CMA). The fountain was just

one of many contributions to the college by the Adelpians and their rivals, the Auroras. The Adelpians also donated the rock garden (derisively called the "Auroran Cesspool") which stands in front of the Science Building, while the Aurorans donated the College Avenue arch.

The Adelpian fountain was used in a variety of ways by our predecessors at Goshen. Nelson Springer recalls numerous evenings when, after "lights out," the men would migrate from Coffman dorm to Kulp and stand around the fountain. There they serenaded the females with such lovelies as "Soft o'er the fountain lingering, fall the southern dews," while the women crowded out onto the balconies, not allowed to leave the dorms.

There was also a great deal more physical activity at the fountains, despite frowns from the administration. Oyer recalls that the practice of throwing people into the fountain first came about as a form of discipline and censure for obstreperous and overly conceited freshmen. Nelson Springer acknowledged that some people were picked on rather cruelly, and became outcasts (as well as "cast-ins") in this practice. One rather obnoxious freshman from Nappanee who was cast in twice never returned to college.

World War II was responsible for a decrease in this activity. Those males allowed to attend GC were either physically handicapped, studying theology, or pre-med. Since the vast majority were studying theology, intending to enter the ministry, there was a tamer period on campus. Soon the only reason for throwing people into the fountain was because of an engagement announcement, or to see if they had faith enough to walk on the water.

Several accounts of such incidents were recounted by Albrecht, professor of communication, who was a student at GC from 1947-50. One night about midnight, Al and ten or so likeminded fellows crept down College Avenue to the home of Dave Shank, a newly engaged student. One of the more athletically inclined fellows shinnied up the porch pillar, entered through a window, and crept downstairs to let the others in.

They went to Dave's room, dragged him the several blocks to the college, and interred him in the fountain, much to the delight of the women who watched from Kulp's balconies. However, Dave's father had followed them to the fountain to express his anger at the break-in, and threatened to bring suit against the hoodlums.

"It was a stupid thing for us to do," reflects Albrecht, "but mob spirit overtook us. Ten men would do what one would not."

More recently, the fountain has been of meaningful impact in interchange between the sexes. Girls, as well as guys, are being dunked, something which was not done in the earlier days of the college. One creative floor has achieved some degree of infamy with their artistic interpretations upon the fountain, involving such unique tools as toilet seats and "Barbie" dolls.

A victim of several trips to "old Adelpio," and an inflictor of the same experience upon numerous others can attest to its indispensability as both a place of beauty and a way to relieve the pressures of academic rigors.



"Soft o'er the fountain lingering fall the southern dews"

Thrift shops real bargain

by Beth Graybill

A stylish gray skirt for \$2.50. A soft work shirt for a quarter. A one-of-a-kind coat for \$3.00. A black recliner chair for \$5.00. Sound impossible? Not when you shop second-hand stores.

Bargains like these are the major reason students buy at thrift shops. As one girl said, "I get such a satisfaction out of wearing a 35¢ blazer . . . I feel six times as good when it's cheap." A senior guy admitted, "The clothes may not be the best in fashion, but if that doesn't matter to you, they're cheap, and I like them."

For the typical student's tight budget, second-hand clothing and furniture stores are both affordable and practical. One girl stated emphatically, "If I were furnishing an apartment, that's the first place I'd go."

Lower prices aren't the only thing, however, that keeps kids coming back to second-hand stores. Almost all students interviewed said they liked the unique clothes often available in these stores. "Everybody has a Penney's coat," one sophomore says. "The stuff there is much classier." Only at thrift shops are many old, original, out-of-the-ordinary styles to be found.

Depending upon your viewpoint, Goshen has several second-hand stores to either frequent or avoid. The Goodwill Store, 220 S. Main St., Goshen, does one-third of its business with college students, even offering discounts at the beginning of the year when students need it most.

College students make up less than a fourth of the clientele at Yoder's Budget Shop Inc., 1203 S. 9th St. Goshen. Here, the hottest selling items to college students are old-style winter coats (raccoon fur, for example).

The MCC Self-Help and Thrift Store located at Peddler's Village Route 33, Goshen, sells handcrafts and used clothing, donating their profits to relief.

Larger second-hand items (furniture, appliances, carpet) are sold at the Peddler's Village auction, Thursday, 4-12 p.m. often at considerable savings.

Clearly, the bargains are abundant for those who choose to be thrifty and shop thrift shops.



Phil Ruth and D. J. Grieser delight in a purple-polka-dot pajama find at a local thrift shop.

One girl shops second-hand stores because "I prefer all used things. The clothes are soft and broken in. They're stronger, too. They've got to be, to go through all that wear and tear and still exist."

Finally, some students shop second-hand stores because they believe in a simpler lifestyle. Said one, "I would have enough money if I felt it was a priority to buy new clothes; but, simpler living — that's the reason I shop thrift shops."

But not all students shop second-hand stores or favor the idea. Though one person said, "It's just like buying a used car," another commented, "I hate second-hand clothing stores. I can't stand to think that other people's bodies have been in the clothes — people I don't even know."

Vietnamese refugee studies nursing

by Lois Bare

It's a long way from Saigon to Elkhart. Hai Nguyen was once a literature teacher at a junior high school in Saigon. Today she lives in Elkhart and is a senior nursing student at Goshen College.

Hai (pronounced hi) is one of thousands of Vietnamese refugees who fled to this country in the wake of the collapse of South Vietnam in 1975.

This is not the first time Hai has had to leave her homeland. As a child, she left North Vietnam with her parents because of the communist takeover of that country. They settled in Saigon where Hai grew up, received a B.A. in literature, married and had four children.

The panic that seized Saigon in 1975, when the communist occupation was imminent, gripped the Nguyen household as well. "We were told that anyone who had fled the North (in 1954), anyone having relationships with Americans, and any professional people would be killed," Hai said. Her sister had just returned to Saigon after a one year stay in Elkhart, and the family includes a number of professionals, so the Nguyens felt the threat to them was very real.

Hai, her four children and six other family members had a half day to prepare to leave the country. Her husband and father were scheduled to leave two flights later, but their flight never left the country.

Since Hai's sister had friends in Elkhart, the Nguyen family — Hai, her daughters (Betty, now 13; Quynh Ha, 11; Elan, 8), her son, Duc, 6, her sister, brother-in-law,

two nephews, mother and mother-in-law — settled here in the spring of 1975.

Hai had no opportunity to use her degree in literature in Elkhart, so she worked for some months as a nurse's aid. "We could not live (on the salary); we would have to have welfare," Hai said. And she did not want that. "I want to provide for my children. I want them to have self-respect."

Following a few months of adjustment to the new culture, Hai's mother-in-law went to live with other relatives, and her sister and family moved to Michigan, leaving Hai, her mother and the children.

To insure the future financial stability of the household, Hai decided on a career in nursing. So she enrolled at Goshen College as a freshman in the fall of 1975. "It was very difficult," she remembers, "I had so many adjustments."

Not only were the adjustments to a new culture hard, but so were the subjects she took. The second term as a freshman she registered for anatomy, microbiology, chemistry and nutrition. She did well academically but says it was all "so hard. Sometimes I would quit studying at the college at 10:00 at night and while driving back to Elkhart, I was very depressed and wondered whether it was worth all those efforts." She's glad now that nothing bad happened and said she has come through that depressing period fairly well.

The 3½ years spent in Elkhart, have been lonely ones, with letters from her husband only about once a month.

The children write to their father and "talk about him every day," Hai said. They have adjusted to American life quite

well and are happy at school.

Betty, in the eighth grade, plays piano and flute, is an honor student, and has a paper route. The money she earns goes into the family budget.

Quynh Ha, Elan, and Duc are students at Concord West Side Elementary School. They are exuberant and eager to tell of their daily activities at school, but Hai is often tired or must study and doesn't have much time to listen to their stories. "I wish I had more time to spend with them," she said.

Hai's major concern right now is for her mother, who is 68 years old, knows no English and has no Vietnamese friends nearby with whom to visit. She said her mother is often depressed and constantly worries about her own husband who is also still in Vietnam.

"I am lonely and feel isolated," Hai said, "but it's worse for my mother. I keep very busy with my studies and don't think (about her loneliness), but after the children leave for school, my mother is alone all day. She is so miserable."

Primarily out of concern for her mother, Hai said the family will probably relocate after her graduation in April. The Nguyens have a number of relatives in the U.S. and Hai said they will probably settle near some of them.

Relocation would also benefit her children, Hai believes. "It is important for them to know other Vietnamese. I want them to remember our customs."

It's been a long 3½ years. It's difficult to raise four children without a husband. It's a hard way to live. Hai smiles as she says, "I have hope. I'll always have hope."