



Reuben Savanick



Rohn Thomas



Bob Guth



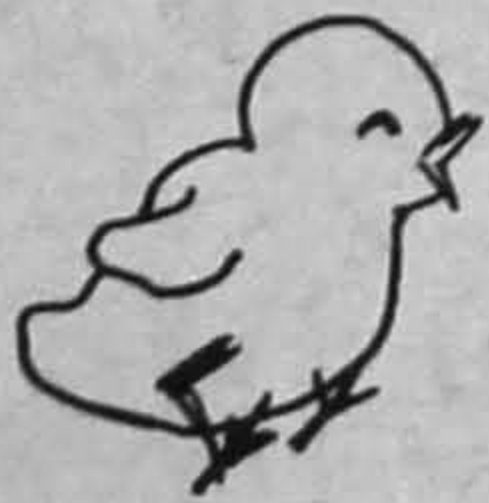
Kathy Birky

Campus Elects GCCG Officers In Light Voter Turnout Monday

Elected as officers of Goshen College Community Government for 1971-72 in elections held on Monday, April 5, were: President, Reuben Savanick; Vice-president, Rohn Thomas; Secretary, Kathy Birkey; Treasurer, Bob Guth; Social Commission, Patti Borom, Cal Robinson, Laura Lea Suess; Cultural Commission, Linda Beechy, Nelson Schantz, Chris Yost.

About 475 Goshen College students and faculty members cast ballots in the election.

President-elect Savanick commented, "I'm looking forward to next year with great anticipation. It should really prove to be an exciting year."



The GOSHEN COLLEGE Record



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Crucifixion Theme

In Friday Chapel

At 9:00 a.m., Friday, April 9, a special Good Friday chapel service planned by Pastor Harold Bauman and Dr. Merritt Gardner will center on "... he was wounded for our transgressions."

Written by Professor Gardner, the liturgy will include news releases on crime incidents plus biblical references to the Last Supper and the Crucifixion. Selections from "Jesus Christ Superstar" will highlight slides of the Crucifixion. "Diakonia," a K-group music ensemble, will perform. Congregational responsive reading will be from Isaiah 53, from which the theme is taken.

Center Announces Student Grants

The Center For Studies In Christian Discipleship is offering three fellowship stipends for the school year 1971-72 each worth \$500. These grants are available to sophomores, juniors and seniors from all curriculums. At least \$400 will apply toward tuition and up to \$100 will be applied to special expenses (travel, etc.) which may be entailed in the program.

These fellowships are to encourage students to concentrate their college studies for the year in areas of Christian social and religious concern. Regardless of majors, students are encouraged

to inquire about the possibilities for working as a fellow of the Center for the year. Besides regular course work in the college, three to six hours of work-study project will be required. The fellowship may also include a two or three week experience at the Koinonia Partners Com-

munity in Americus, Georgia, during the 1972 summer trimester.

Anyone interested in applying for the fellowship stipends should see Norman Kraus, director of the Center, for further instructions. Kraus' office is located in the Seminary building.

Possibility Of Spring Studies In Britain Being Probed

by Rick Baker

In keeping with the spirit of the GC "world campus," preliminary investigations are being made for a trimester of study in England in Spring 1972.

A committee of professors is evaluating the extent to which courses could be taught more effectively on location at castles, cathedrals, theaters and the homes of great events in history, literature and drama. Alan Kreider heads the committee with other members Wilbur Birky, Arlin Hunsberger and Roy Umble.

Studies could include upper and lower level courses. Possibilities now on the drawing board are Composition and World Literature, History of Western Civilization, Studies in African Arts, Shakespeare and the Dramatic Tradition, and Medieval and Early Modern English History.

With most of the basic elements unverified as yet the program is still highly tentative. Finding accommodations, library facilities and GC faculty members are problems the committee is facing at the present time.

Estimate of cost per student has not been completed but, according to Alan Kreider, the expense would be approximately the same as a trimester at our home campus.

When definite plans have been developed, they will be submitted to the International Education Committee and the Curriculum and Instruction Committee for approval.

Another factor, perhaps the most vital prerequisite, also remains unknown—student interest.

Ford To Address Grads

by Mary Schertz

On the eighteenth of April the graduating class, their families, and friends will hear Leighton Ford speak during the Commencement program. Ford has been an evangelist and associated with the Billy Graham Evangelistic Association since 1955 when he was ordained by the Presbyterians. Today he is Vice President of the Billy Graham association and has married Mr. Graham's younger sister, Jean.

Ford is a native of Toronto and first met Graham at a youth rally when he was a student at Chatham Collegiate Institute in 1949. He later graduated from Wheaton with highest honors, with a philosophy major. He then went to Columbia Theological Seminary from which he graduated with a B. D. degree and high honors.

Ford has preached to large Crusade audiences both here and abroad in an attempt to "present Christianity to modern man in all walks of life." He also preaches regularly on the "Hour of Decision." Ford was a key speaker at the 1969 U.S. Congress on Evangelism held in Minneapolis for which he received national recognition for an address entitled "The Church and Evangelism in a Day of Revolution." The National Observer even referred to him as a "new symbol of hope" in a feature article.

Ford has written two books "The Christian Persuader" and "One Way to Change the World" published by Harper and Row dealing with the problem of evangelization in the contemporary situation.

The seniors' feelings on the choice of Leighton Ford as Commencement speaker are varied. Some feel that the choice is good for the college-church relations. Others object to him—mostly on the grounds of his close association with Billy Graham.

Student Art Sale

The art department announces its Spring Art Sale to be held from 10 a.m. to 5 p.m. Monday, April 12, in the Union Lobby. On display will be recent student works in ceramics, serigraphs, wood-cut prints, paintings, sculpture and textiles. Most of the art pieces displayed will be for sale.

To the Editors

I am a senior here at Goshen College, so it would perhaps seem that the grading referendum would mean less to me than it does to others. Not so. Actually, I would have been happy to have had a C-NC system retro-active on my transcripts. Quite simply I am, at the time of this defeat and my graduation, disappointed in the Goshen College "community."

I put the "community" in quotation marks because I believe it to be an ideal, something a long way from where we are now, something trod upon and abused. Little things have contributed to this judgment—little things like (the need for?) computerized chapel cards (a certain childishness pervading the "community") and five dollar parking fines (compared to fifty cents downtown—between the Christian preaching and the Christian acts falls unchristian poverty.) Larger issues, though, brought to the forefront in the last few weeks, have also served to draw this judgment from me. There is a large measure of

distrust between the various factions in the college. For instance when speaking of attitude change, evaluation, competition, no one seemed to think it valid to place more weight on the conclusions of the department which is most knowledgeable in this field—the psychology department. Somehow, at this point, it seemed that anyone's opinion was as good as anyone else's. I daresay if the question had been one of biology, the biology department would have had some authoritative say in the matter, or if one of economics, the economics department. When it came down to a question of the science of behavior and learning, however, the people who knew most about it seemed to count for no more than anyone else. The incredible naivete and distrust reflected in this attitude jarred me.

I am most disillusioned with a great many members of the science department, for science is supposedly based on experimentation and discovery, moving always on the edge of the vast unknown. But no daring, no creativity, no moral courage, no special insights issued from that direction. Departmental aloof-

ness was apparent not only there. Some dialogue, some getting together, some interchange of ideas among the different departments should be sought and welcomed. After all, the 1970 winner of the Noble Prize for literature, Alexandre Solzhenitsin, is also a physicist. It seems to me that grading referendum could have been a great occasion for the building of the brotherhood. How do the chemistry and biology and physics of man relate to his education? Do we have a theology of education? What do history and economics have to say to the problem? A magnificent week of public interdepartmental debate... a great opportunity passed by.

Goshen College has stood on the brink of an adventure (to be sure, one that many high schools and colleges across the nation are already embarked on); she has stood at the edge of a vast unknown waiting to be known; she was almost persuaded to be almost Christian; and she has backed away, shy and afraid.

And I am disappointed.

Pray God for a revival.

Your brother,

David Toews.

'Big Brother' Role-No Sacrifice

by Leland Brenneman

Several months ago I joined the group of "big brothers" and "big sisters" on campus. These are the students that have adopted grade-schoolers from the local Chamberlain Elementary School and provide them with activities once or twice a week. A few observations of our involvement in this program follow.

First, it's a whole new world of having something to do. CVS provides the transportation, and the supply of activities is unlimited. One afternoon Willie and Terry (first-graders) and I were the uninvited guests of a local Amish family. We were received graciously and given a guided tour of the barnyard. The little Amish boy proudly displayed his freaky pet rabbit that couldn't stick his ears up like rabbits are supposed to be able to do. Willie and Terry were overwhelmed. Other students may take their charges roller skating, sledding, to basketball games or to the railroad yards in Elkhart. When it gets warmer there'll be fishing trips, picnics and frisbees.

Then there's the most rewarding part of the whole program—the appreciation of the kids. They really like having an older person around that takes an interest in them. The first day I met Willie and Terry was at the close of a school day at Cham-



The Big Brother-Big Sister program that CVS has established with Chamberlain has created relationships that open up a "whole new world" for both the big and the little. Here Dale Kooker (big) explains the fine points of bowling to Mike Mays (little).

berlain. They proudly escorted me through the crowded halls of three-foot high people. I still remember them bopping the enemy (girls) on the head and informing them that I belonged

to them. In other words they'd better watch out. We're something that little brothers and sisters look up to and admire. Actually that puts us in a position of responsibility. In many other

Frustration Over Communications Detrimental In SST Experience?

by Grace Hernandez

At present there is no prerequisite language requirement for the SST student. Should this be changed? This subject is currently being examined at Goshen College by the language department and SST leaders.

Balance Difficult

Trying to find a balance between what is based and what is actually practical and workable is not easy. Admittedly, it would be an ideal situation if a student were able to take with him two years or more of college language experience. However, most students lack that advantage at the time they go on SST. Most SST'ers are sophomores having completed just one year of a foreign language at college. One year of a foreign language usually includes most of the basic grammar; therefore, it is feasible for a student to get along with at least that much.

This brings us to the problem of frustration. Is it really fair to the SST'ers to allow him to go without any practical knowledge of the language to a foreign country and permit him to live with a family who may speak little or no English? SST should provide the person with the equipment for crossing cultural

understanding. How is this possible if the student is not in control of the language? Isn't it asking too much of the student? Or perhaps it is more pertinent to ask, "Is it fair to the family?"

Cultural Preparation?

So far I have been assuming that Goshen College offers the language required to go to a particular SST country. What happens with such an SST unit as Korea, Japan or such others whose main language is not taught here? You might say, isn't it foolish to have a language requirement when, in some cases, there isn't even such a language offered? Not necessarily. Prof. Marion Wenger, a veteran SST leader, offers a solution that could be used in such instances—a course which would, "prepare the student for the cultural and/or language contrast you would find in these countries." Such a course would anticipate problems a student might have and attempt to solve them before departure. The course would prepare the student for the cultural crossing.

Whether the change be a definite language requirement or a course as described above or possibly both, remains for a future decision.

Senate News

Senate, in its final meeting for the 1970-71 academic year, discussed the issues of grading and evaluation.

Bob Guth proposed a four-point recommendation to faculty. It contained a request that faculty make course objectives more definable, engage in more student-instructor joint evaluations, use written evaluations, and eliminate the GPA. The recommendation was not passed. The motion was passed pending faculty approval to select a new student and faculty Grading and Evaluation Committee to study the basic issues and to begin its work next fall. The aim of the committee would be to draft a new proposal as an alternative to the present grading system.

Also in Senate Janet Troyer presented the Constitution of the GC Ski Club for approval. The new club would allow members to take advantage of reduced rates and special discounts.

back home yet.

For myself I don't consider my involvement in the Big Brother program a sacrifice at all. I receive far too many benefits as compared to what I give.

VN Peace Celebration Coming

by Sylvia Shirk

From 7:00-11:00 p.m., on Saturday, April 17, a Goshen-Elkhart "War is Over" celebration will take place in the West Side Junior High School cafeteria, 101 S. Nappanee Street (Bypass 19) in Elkhart. The celebration is planned by the Elkhart Peace Fellowship and other peace-minded individuals.

The people's Peace Treaty between the people of the United States and the people of Vietnam will be the primary issue. Already taken to the South and North Vietnamese people, the treaty is now being signed by

citizens of this country. It declares that, as far as the signers are concerned, the war is over; therefore, they refuse to support the war but will seek to rebuild the Vietnamese nation. Copies of the Peoples' Peace Treaty will be available to sign.

The celebration will focus on refusal to pay war taxes, including the ten percent telephone tax. Citizens will be urged to contribute their telephone tax to a fund for Human Life, for the purpose of relieving suffering and misery locally.

The main celebration speaker will be Rev. Richard

Langhinrichs, Unitarian minister in Fort Wayne, who recently went to Paris in a clergymen's delegation to discuss peace possibilities with North Vietnamese Peace Talk representatives.

Other celebration events will include music by Elkhart musicians, audience participation and the following speakers: Mrs. Alma Davison: "The War and the Poor," Jim Middleton: "The War and the Blacks," Harry Eby of Eby's Dairy in Elkhart and Mrs. Weybright: "The War Machine and Your Son's Body."

The Record

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 Second prize: Barb Mosemann
 Third prize: "Sky Spy" (identify yourself)
 Fourth prize: Rich Baker
 Fifth prize: Dirk Vardiman, Marilyn Harms
 Sixth prizes: Carol Zehr, Matt Litwiller, Glenn Conrad, Mary Beyler, Joe Salehi
 Seventh prizes: Dan Herr, Arden Shank, Janice Hershberger, Rufus Clemmer, Stan Miller
 Eighth prizes: Roger Martin, Rosie Epp, Debra Neumann, C. Miller, Ruth Kauffman
 Honorable mention: James Beachy, Karen Mast, Maribeth Shank, R. S. (or P. S.?), Bonnie Johns (not to be displayed)
 Gail King will be in charge of distribution of prizes.

Chess-Chauvinist Or Matriarch?

by Kwang Eel Suh

Western culture has deep-rooted respect and adoration for women. Athena, the goddess of wisdom, skills and warfare, protected Athens. Greek people embodied love and beauty in the goddess Aphrodite. Muses, promoters of poetry and music, were also goddesses.

Medieval chivalry placed women in a very high position, although some contemporary critics might accuse the knights of practicing chivalry merely out of self-esteem or pity towards the "weaker sex."

The Statue of Liberty, called

"the Statue of Goddess Liberty" in a certain country, is one of America's embodiments of her ideals. The gigantic female figure stands at the New York Harbor, once the main gate of the United States.

A more subtle revelation of the cultural treatment of women manifests itself in the game chess. The original ancestor of present chess, played in India in the 7th century, did not have the "queen" nor any "female chessmen." "Counselor" or "general," in the original game, has been transfigured into "dame" or "regina" along the diffusion of the play throughout the European countries.

The queen formerly moved only one square diagonally and was, consequently, the weakest piece on the board. The immense power she enjoys now seems to have been conferred around the middle of the 15th century at the end of the Middle Ages. We see Cleopatra, Maria Theresa, Joan of Arc, Florence Nightingale, Indira Gandhi (Indian chess now has a queen) and many heroines of Western history in the queen. (This includes the lady who yells at and slaps her husband in the Hollywood movie.)

A striking contrast between Chinese chess and that of the West is the absence of the queen. Chinese chess is played in various other Asian countries including Viet Nam and Korea, but excluding Japan. "Shogi", Japanese chess adopted from Western chess, does not have the queen either. In the process of adaptation, Japanese people renamed the queen to something like "the diagonally moving piece" and gave it the same power as the queen. Women's

role in the Orient has been generally limited to home, household duties, procreation and "pleasing" husbands. However, many modern oriental women have come a long way from these traditional concepts.

Women's Lib in America is applaudable and, at the same time, frightening. In this age of ideologies, we should distinguish the kinds of tenets various Women's Lib groups have. In general, they can be divided into two main categories: "Egalitarian Women's Lib" and "Race-Warfare Women's Lib." "Egalitarian Women's Lib" fights for the equal treatment of women with man in every aspect of daily life and work. This movement is praiseworthy. For this group, viva Women's Lib!

A militant activist group, "Race-Warfare Women's Lib" advocates all-out war between the "male race" and the "female race". In their eyes, all men are aristocrats, masculinists, and exploiters. This movement is frightening - frightening because of the possible outcome.

One could hypothesize that the EWL camp might adopt the rule of endowing the king in Western chess with the same power the queen has, and of making the finale of the game by check-mating both the king and queen. The RWL camp, on the other hand, might confiscate the power of the king in being checkmated and confer it to the queen, thus making the king totally "effeminated."

Whatever the case, it is about time for Oriental chess to create a queen and for Western chess to solve the problem of the balance of power between the king and the queen.



Would you believe? Chess players actually helped to promote the present Women's Lib movement as early as the 15th century — see the accompanying article.

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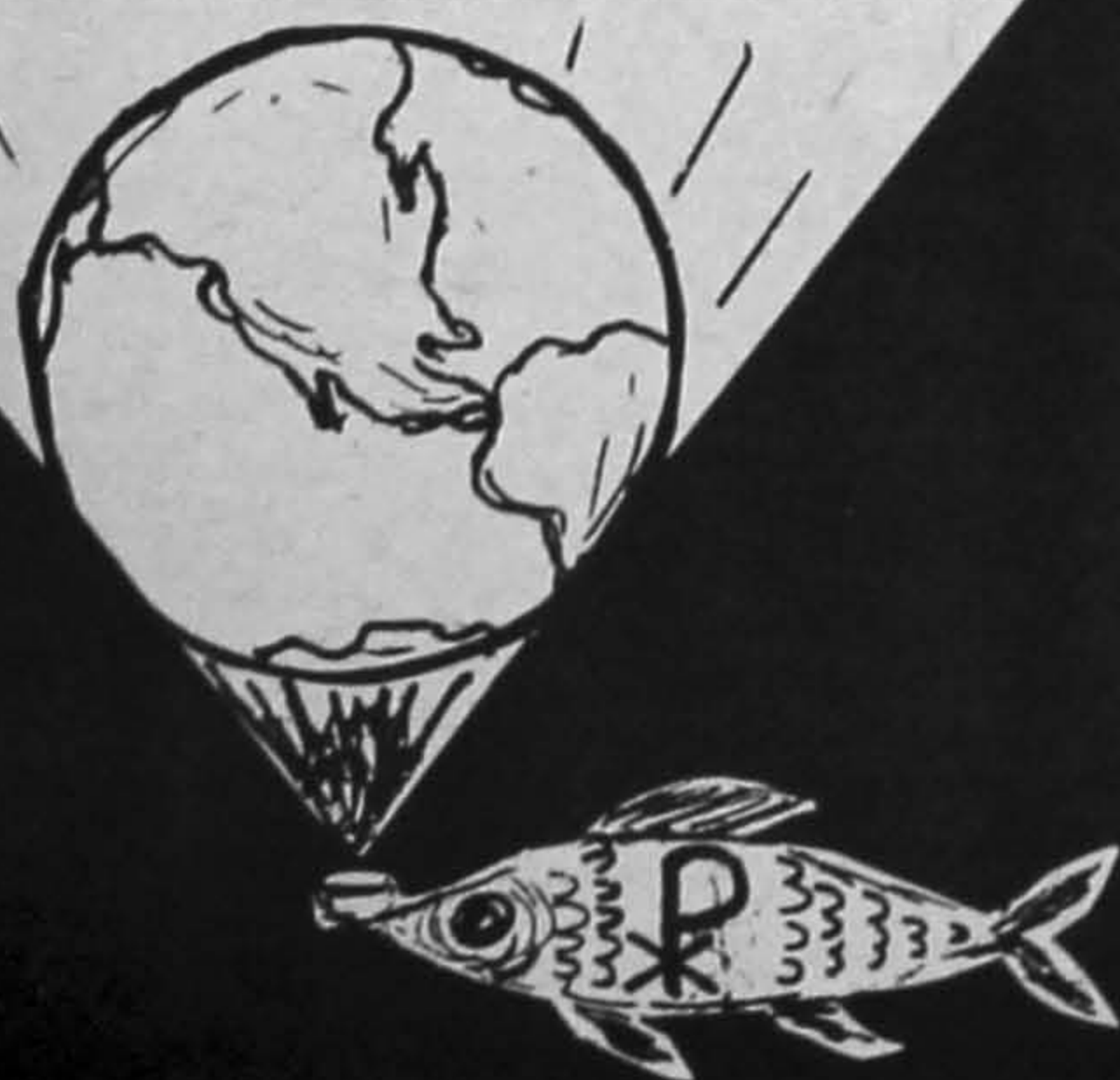
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Rieth, Rohrer, & Ehret

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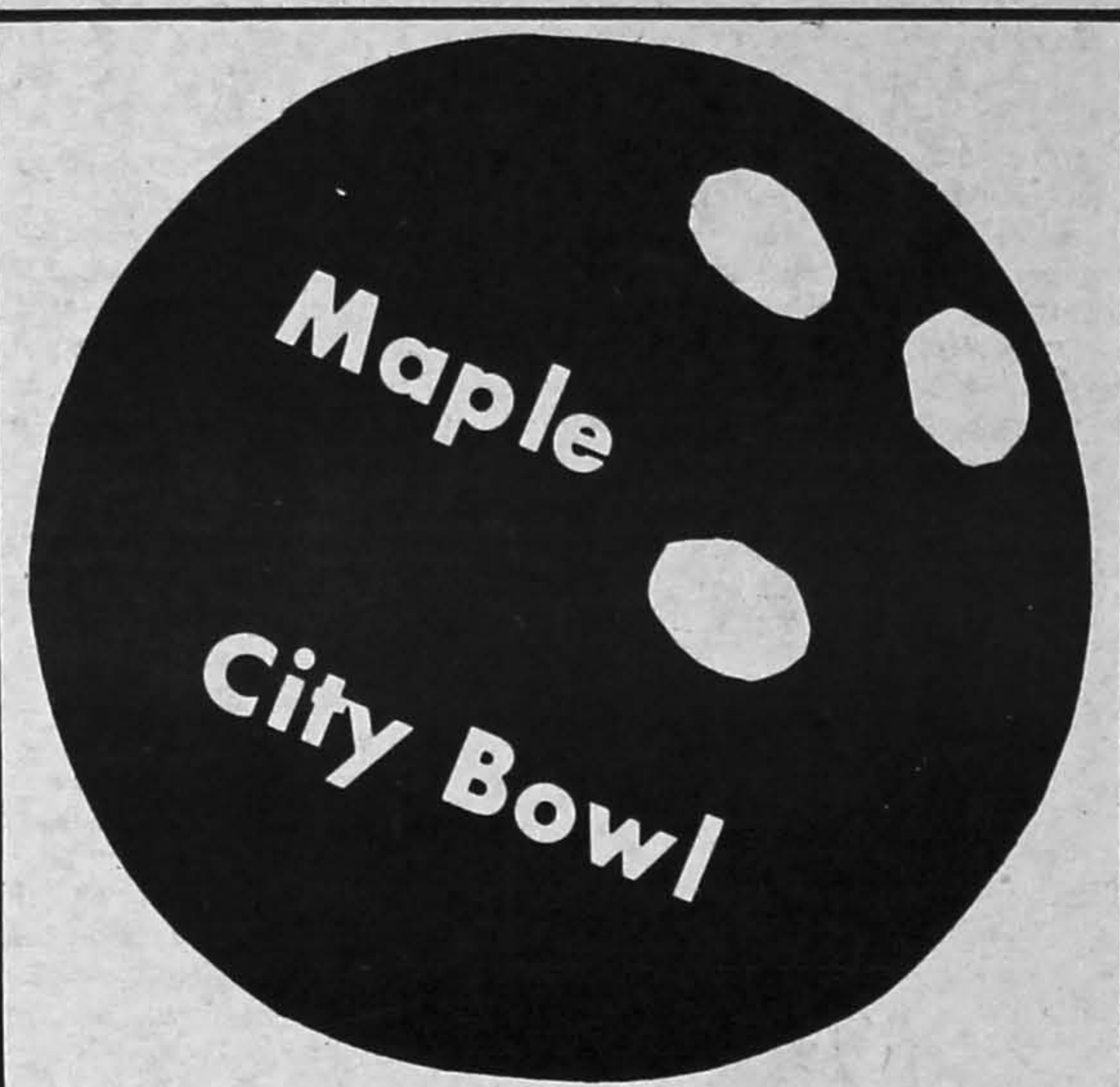
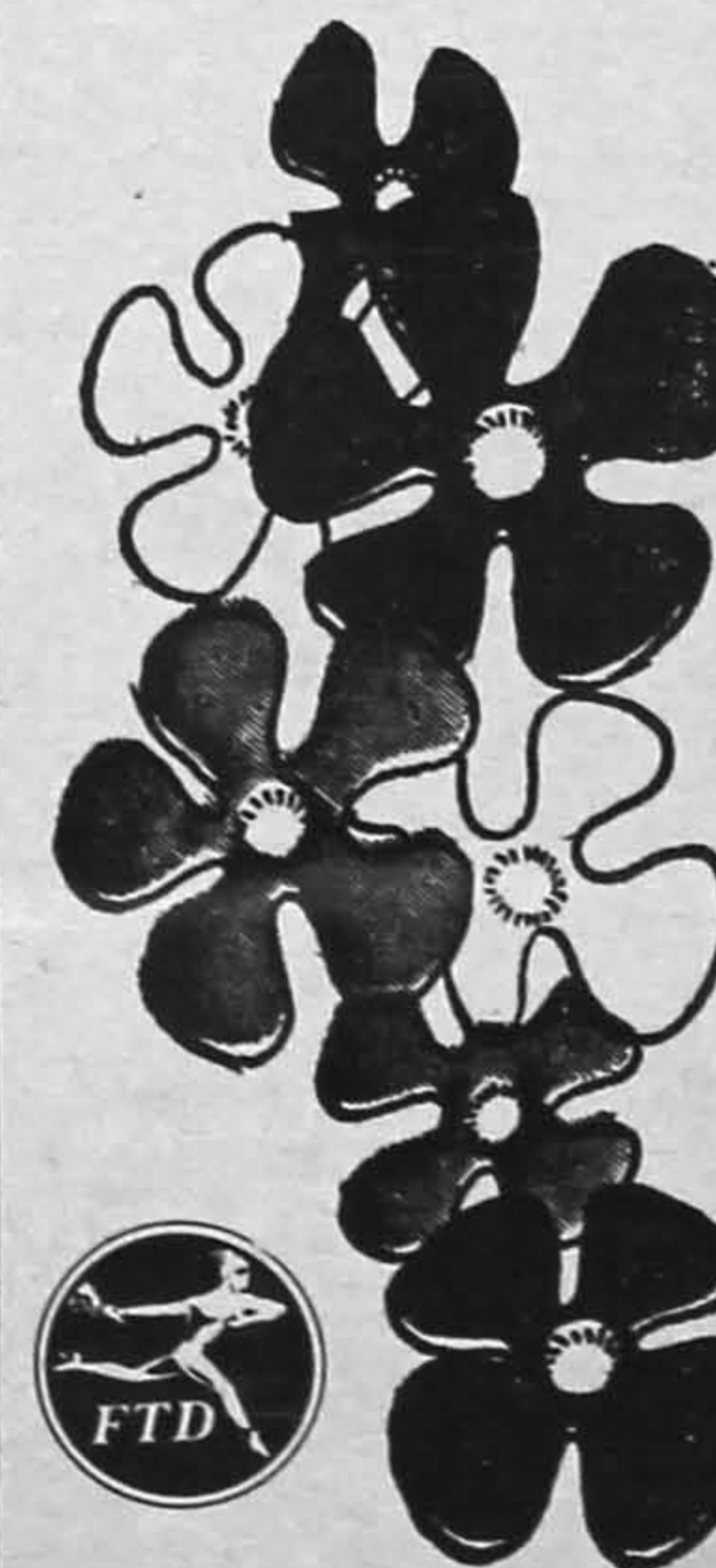
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