

Whispers

---

1-13-1983

# Whispers, January 13, 1983

Cedarville College

Follow this and additional works at: <http://digitalcommons.cedarville.edu/whispers>

 Part of the [Higher Education Commons](#)

---

## Recommended Citation

Cedarville College, "Whispers, January 13, 1983" (1983). *Whispers*. 2.  
<http://digitalcommons.cedarville.edu/whispers/2>

This Book is brought to you for free and open access by DigitalCommons@Cedarville, a service of the Centennial Library. It has been accepted for inclusion in Whispers by an authorized administrator of DigitalCommons@Cedarville. For more information, please contact [digitalcommons@cedarville.edu](mailto:digitalcommons@cedarville.edu).

# Whispers

Volume 1

Number 1



# Ink onto paper. Words from ideas. A newspaper from people.

Five students producing a bi-weekly paper encounter problems, concerns and hopes for their publication.

From their darkened lair beneath the College Center they emerge, tired and weary after another session of assessment and strategic planning. They stumble numbly out onto the College Center lawn. Under the shadowy mid-night sky one can make out a group composed of five figures, all varying in height.



ville College newspaper twice each month.

Edd Sturdevant occupies the office of Managing Editor. Although he did not join the *Cedars* ranks until his junior year, he had previous journalistic experience. In high school, he said he worked more with

I've learned how to handle controversy and a great deal about tact.  
— Edd Sturdevant

Listening carefully, one can also detect both male and female voices. They stop briefly for a few parting words before they disperse and travel through the darkness to their respective abodes.

Who comprises this group that scurries about by night and devises projects of intrigue? By day the group's members return to their role of Cedarville College students, and bi-weekly the fruits of their dedicated and painstaking labor can be viewed in *Cedars*. They are the *Cedars* editorial staff.



The same people that read a newspaper are the same people running a newspaper.  
— Bob Kojko

These five: Edd Sturdevant, Jane Owen, Nancy Crick, Bob Kojko and Jay Highman, constitute the 1982-83 *Cedars* editors. Together with their writers and photographers they produce and issue the Cedar-

the camera than the pen, editing a high school yearbook his senior year. "It was there I began to develop my sense of line, what looks good on the page," he reported.

Once at Cedarville, Sturdevant held an active position in student government. He cites his experiences with Student Senate as one of the reasons for his joining *Cedars*. "Through Senate I saw a need for better communications. A lot of students don't know what's going on," he stated.

Sturdevant believes that through his positions and experience with *Cedars* he gains knowledge that he could not obtain otherwise. "I have learned how to handle controversy more delicately," he reported.

"Not how to make the issues tame, just more palatable. I've learned a great deal about tact."

A final lesson he learns through his editorial responsibilities deals with management. Sturdevant said that experience is the best teacher. Since he plans to go into management he explains that his experiences "in the trenches" give him practical management training.

Even though Sturdevant said that his long range goals do not necessarily include journalism, per se, he has still considered the position of a Christian journalist is a secular world. "As Christian journalists, our responsibility is for truth, honesty and full disclosure," Sturdevant stated. He went on to say, "I really don't make a conscious effort to reconcile the Christian journalist's position. I would never give information if I spent all my time trying to defend the means of information giving."

Sturdevant hopes that the paper will then provoke a response from its readers. "It is more gratifying to receive negative comments than silence,"

I try to maintain a Christian testimony in business. I want customers to say 'He's looking out for us first.'  
— Jay Highman



he affirmed. "A response lets us know that people are thinking critically." He then encouraged readers of *Cedars*, "If we've done a particularly good or bad job we want to know."

A second member of the editorial staff, Nancy Crick, handles plans for the layout of the newspaper. In her second year at Cedarville, Nancy seeks a degree in English and Spanish Secondary Education. Tracing her roots in journalism, Nancy goes back to high school in Greenville, Ohio. She remembers, "I was involved with the high school newspaper. I was responsible for one story a week. That gave me a lot of writing experience."

Once at Cedarville, she began her first quarter working for *Cedars*. She retold, "Fall quarter last year I was the exchange editor, responsible for correspondence. During winter I began layout work and then in about the middle of spring I became the layout editor. I still do write articles, too."

Even though she, like Stur-

devant, does not foresee a career in journalism for the future, Miss Crick still believes her work on *Cedars* profitable. "I enjoy journalism, the interviewing and the writing," she stated.

Not only does Crick see her work as practical experience, she genuinely enjoys this extracurricular activity. She explained, "One reason I enjoy it is because you meet a lot of people. You also learn a lot about the college. You get exposed to things you aren't directly involved in."

She expresses her faith in general in journalists and their ethics by adding, "This [journalistic responsibilities] clears up 'sneaking and conniving.' Modern journalists on the whole are responsible. Most people do follow these rules and remain courteous to sources."

Miss Crick then disclosed some of her views on ethics in journalism. She began by stating, "A good journalist follows certain ethical procedures, one being a professional courtesy to sources and also a responsibility to readers." Crick went on

ministration. He initially joined *Cedars* as a photographer and admits sheepishly, "I was afraid of losing my skill as a photographer."

Like the Managing Editor, Kojko set some goals for his section of the paper. "I want to improve the sports writing," he



stated. "Sports doesn't have to be plain news. It should be interesting and tell a story."

As a concluding statement concerning attitudes toward journalism, Kojko submitted, "We all have a job to do; if it is touchy we have to handle it tactfully." He went on to address newspaper readers, "Before you are in journalism, everyone tends to be very critical of newspapers in general. What everyone needs to realize is this: the same people that read a newspaper are the same people running a newspaper."

The business end of *Cedars* is handled by Jay Highman, who said that he is responsible to keep things in budget, sell ads and balance the books. Highman holds a unique position in that he normally does not write for the staff. Highman enjoys his position. He said that he views it as good experience as to the pursuit of his business major. "*Cedars* has opened doors as far as understanding how the business world works. He then admitted, "I never knew journalism was this complicated, but this brings it all to life."

In his hometown of Columbus, Ohio, Highman remembers working on his high school newspaper. Then he said he worked primarily with the graphics of the paper. Now, as Business Manager, he stated that he too sets aims for this year. He revealed, "I want to start developing more. Right now I'm the only person working the business end; I want to get more people working and sell more ads."

Highman holds some firm beliefs dealing with the Christian businessman. He begins, "Since businessmen make money and a lot of it, people see a dichotomy between that and Christianity. They say, 'Christ was in rags and He has no place to go on this earth.' People think that the Christian businessman is out of God's

will because he has money." He then went on, explaining his procedure, "I try to maintain a Christian testimony in business. In selling ads, I try to spend time with the buyers. I want them to be able to say 'He is here to do the best he can for us. He is looking out for us first.'"

"Humans are not machines and you cannot get obsessed with a schedule." Owen then related, "I've learned to back off and be understanding of delays, accidents and slip-ups."

Like Sturdevant, Miss Owen has considered the position of Christians in the journalism world. She recognized the general opinion toward American journalists and said, "I fight against the belief that journalists are 'scavenging for crummy news,' an unspoken assumption that all journalists are muck rakers."

Considering her position she stated, "As Christians, we have the responsibility to pursue the talent God has given us to the best of our ability." She then strongly affirmed, "No matter what your vocation, a Christian should be in 'full-time Christian service' whether you are a housewife, a reporter, a musician. If you dedicate it to Christ, you are in *full-time service*."

Finally, Miss Owen shared some thoughts on revealing Christ's love through her field. "We [journalists] have a responsibility above all to be an image bearer of Christ to a watching world. This does not mean that you can only write on 'religious' topics or every time you step into an office you hand out a tract."

Jane Owen hold the position of News and Feature Editor. In this office she said that, along with assigning articles and making sure that they get turned in on time, she also works most closely with the writers and photography staff. "I have to assign articles and work around different personalities, different strengths and weaknesses."

Now hailing from Spencer-ville, Ohio, Miss Owen comes originally from the South. Her father, who she said has given her the most encouragement in writing, pastors a Baptist church. Along with her father's inspiration, Miss Owen remem-

We must give balanced information; accurate, confirmed facts; in a well written form.  
— Nancy Crick



bers one of her earliest experiences with the written word. She reminisced, "When I was in sixth grade my class had a contest writing essays about Columbus Day. I won, and that was my first taste of writing." She went on to remember, "By seventh grade I knew I would write professionally."

Miss Owen said that she then went on to write for her high school newspaper during her junior year. As a result, she earned the high school journalism award that year which "meant the most to me out of a lot of other things," she said.

Here at Cedarville she works toward a degree in Broadcasting, after which she plans to pursue a master's degree in journalism.

By working as News and Feature editor, Miss Owen believes that she has learned some valuable lessons. "I'm learning to be more flexible," she began,

Miss Owen then concluded and perhaps captured the view of all the editors when she added with insight, "You gain respect with an unsaved world not by spouting the name of God every other word, but by letting your co-workers know perhaps non-verbally that you are not out for your own glory...but for the glory of God."

The *Cedars* editorial staff is under the advisorship of Deborah Horner. Miss Horner is an instructor of speech, bringing a great deal of communication experience to the staff.

The *Cedars* Editorial Staff is not all business though. They recreate together, play Pac-Man and attend classes as time permits. Their less serious side has gone as far as to name an official drink, Coca-Cola. One often can hear the strains of "Coke is it" wafting from their office in 18 College Center.

## Guns of Lebanon

In one short year, John Delancey encountered the geography of Israel, 2500-year-old artifacts and Lebanese troops.

If the average Cedarville College student were asked to describe the classes he took at this time last year, he might list New Testament Survey, U.S. History or Fundamentals of Speech. One Cedarville student, senior John Delancey, could, however, reply with historical geography, archaeology, and Biblical Hebrew. Delancey could also explain about the customs and culture of a society far removed from that of the United States. He could discuss theology and Biblical principles as well with what he believes to be a fuller understanding and greater knowledge of the Scriptures.

Delancey gained his increased understanding of Scripture through a unique educational encounter at the Institute of Holy Land Studies in Jerusalem.

This institute, located on Mt. Zion just outside the old city walls of Jerusalem, is supported by various American schools and colleges. Its enrollment is divided evenly between secondary and undergraduate students. There John received instruction from what he believes to be some of the world's best professors in their various fields. He commented, "My mind has been opened up to how other world's live and interact."

Delancey centered his studies at the Institute upon historical geography, taking with this archaeology and Biblical Hebrew. Delancey stated, "Academically this school is recognized as one of the finest in Israel." He then went on to name some of the school's professors: Dr. Gabriel Barkey is a world-known scholar, teaching archaeology at the Institute.

Also Dr. Jim Monson and Dr. Anson Rainey are two "top-notch" historians, according to Delancey, who conduct studies in historical geography. Another outstanding scholar, Delancey said, is Dr. Isaiah Gafni, one of the foremost authorities on the Second Jerusalem Temple referred to in Ezra and some of the minor prophets.

One could reasonably assume that sitting under these men's teaching would be profitable. But why travel all the way to Jerusalem when many comparable institutes operate in the United States? Delancey stated, "It is essential to under-

stand these things (geography, history, . . .) before you can understand theology." He went on to explain, "The basics of Biblical study stems from the studying of the culture of the land as it relates to geography and archaeology."



John Delancey in Lebanon

As a part of his studies in archaeology, Delancey participated in some archaeological digs around the cities of Ai and Jerusalem. At Ai, he and his team found artifacts dating back to the middle bronze time, or time of the Patriarchs (between 2100 and 1550 B.C.). Also, they found things dating back to the Iron Age (Israel Period), the times of the Persians and Nehemiah.

At Jerusalem Delancey and his companion uncovered a collapsed house which they believed to have been inhabited during the Babylonian Destruction. Of this experience Delancey commented, "It was fascinating! All the things we had been studying under the best profs came alive for us."

Upon graduation he plans to return to Jerusalem and work in a unique ministry. Delancey will be a tour guide of the Biblical sites he studied at the Institute. This will enable him to spread the gospel message to the vacationers, sightseers and geography enthusiasts who will be guiding. Delancey believes this will be an extremely effective form of spreading the salvation message.

Studying in a different country required change and adjustment, Delancey remembers. He listed the "looseness" of the society as the main difference he found--the Israelis are not

as time oriented as Americans. He continued that the conflict between the Arabs and Jews presented a striking contrast to what he was accustomed.

Delancey had the opportunity to see this conflict first hand as he traveled with American TV crews and photographers shooting footage of Palestine Liberation Organization (PLO) concentration areas. This experience made him look at American media much differently, he related. "No one here in America even understands the last seven years of history between Palestinian Liberation Organization and Syria in Lebanon," Delancey indicated. "American media is so anti-Semitic that they make Jerusalem seem like scoundrels. It's unbelievable."

Delancey traveled with NBC, ABC, CBS, *Newsweek* and *Time*. He reported seeing them taking false material and presenting it to this country. He went on to claim that most statements were taken from PLO sources. One report he cited stated that 600,000 people were killed in South Lebanon. To this Delancey retorted, "There aren't even that many people in South Lebanon." At another point, Delancey was with a camera crew in Nabatiye, a city which American media reported as having been completely bombed out. "Only about twenty meters were bombed," Delancey asserted, "all the cameras shot was one house."

Since the Institute encourages out-of-class work, Delancey backpacked 100 miles up the Sinai Coast, spending three weeks in Egypt. On this trip, he snorkeled in the Red Sea. "It was the most beautiful thing I've ever seen in my life," he exclaimed. Also he traveled to Greece and Turkey to view New Testament sights. He recounted Christmas Eve in Jerusalem: "The fact that Jesus was really there . . . it just grips you sometimes."

Delancey feels that his experiences in Israel made a great impact on his life. "It has opened my mind to how other people live in different countries," he explained. He emphasized the influence that this type of study has on one's ministry, describing a tour he gave to a group from Dallas Theological Seminary. "They said they didn't really know the Bible until they had seen the land," Delancey commented.

Finally, Delancey urged any "serious Bible student" to consider a stay at the Institute. "It will not only enrich your life in terms of the Bible, but also could add to sermon presentation," he declared. "It will also permeate every area of your ministry. In fact, it can change your whole view."

# Education with a difference

Five students shared in a ministry with some very special people, the residents of Shepherds home and school.

The mentally retarded and other types of disabled learners seem often to be the object of various social programs and fund-raising projects in contemporary society. Most Americans, however, would probably say they don't understand (or even care to understand) these mentally handicapped. Often people find it easy to ignore or put aside those who do not "measure up" to their standards

of intellect, ability or manner of conduct. These prejudices are not Biblical as God sees all men equally. As originally stated, though, there are programs in our day and country led by people — Christians and non-Christians alike — who are concerned for the emotional, social and intellectual lives of mentally retarded and disabled learners.

One such program is that run by Shepherds, Inc. in Union Grove, Wis. Because of the

importance of an individual in God's eyes (with no concern of his I.Q.), the Christians of this institution care for and instruct mentally handicapped persons of all ages.

Another of Shepherds' concerns is educating teachers and workers who have the ability and desire to help these handicapped learners. In the past several years, Cedarville College has also taken on this interest as a part of its education

tally handicapped do not seem capable of efficiently working in a church. As Richey stated, however, they can receive spiritual blessings just as other Christians and, understanding Scripture, can "get really excited about the Word of God."

One male resident was especially known for often being in prayer for needs of the residents or workers. Richey said that one of the greatest things she learned this past summer was that prayer is an essential part of a church family. She also made the point that prayer is needed not only in the church, but also in the classroom. This includes, she said, prayer for the students and also for the teacher who needs to depend on God for strength.

Besides their understanding and excitement over God's

there after interest in the field was stirred during volunteer work she completed there as a junior in high school. As she pursued special education as a part of her education, Richey spent her second and third summers in classes there and finally spent this past one as a student teacher with Miss Glanville as her supervisor.

Besides college credits, Richey stated that she gained a great deal from her experience. She pointed out that even though the students are mentally handicapped, she — as the teacher — learned much from her special students. Specifically, Richey said, "I hope that they learned from me as much as I did from them."

Horten, a psychology major, completed five hours of internship for that program; she

## 'My most beneficial experience was working with a boy who couldn't talk.'

program. Shepherds College of Special Education was formed in 1979 in conjunction with Cedarville's Special Education program. Its goal is to teach and train dedicated Christian college students to help the development of mentally retarded and disabled learners in spiritual, physical, mental, emotional and social areas of their lives. The ultimate aim in this training is to share God's salvation message with these people.

Shepherds College works with Cedarville College, Piedmont Bible College and Faith Baptist Bible College during the school year by sending some of their faculty to these schools. During the summer, these and other Bible colleges send students to Shepherds where they attend their classes on the same campus as the residents.

During the past summer, five Cedarville students attended Shepherds College of Special Education. Heidi MacGirr, Cherie Horton, Sharon Murphy, June Taylor and Beth Richey participated in practical experience and attended classes required for courses taken through Cedarville's Special Education program.

As stated before, the main goal of Shepherds, Inc. is the presentation of salvation and Biblical living for the residents. Richey stated, "The mentally retarded can respond to Christ and many of them [at Shepherds] were saved." Often, even though they are Christians, other people tend to push them aside because the men-

truth, the residents had, according to Murphy, a strong sincerity and appreciation especially seen in the singing during chapel. The women also commented on the honesty shown by the residents.

According to Ellen Glanville, Cedarville's instructor from Shepherds, each of the three summer terms is three weeks long and offers all the special education courses offered here and also basic sign language and vocational training for the mentally retarded. For each classroom hour taken at the college, an hour of practicum must also be completed by the student.

The practicum is labeled as Planned Observation Participation (POP) and is required for completion of the program. Within this practical training, the women participated in either a methods and teaching practicum or a residential care practicum. More specifically, the students observed, taught, counseled, helped with art workshops, assisted house-parents, helped in physical education, aided residents with personal care and joined with the residents on field trips.

The classes and practicums aided the college students in their completion of their minors in special education. Each was taken in light of a specific student interest or major.

Richey is a special education minor, and to fulfill her major in elementary education, she was able to do her student teaching at Shepherds this summer. This was actually her fourth summer

also took some courses related to the mentally retarded and also the deaf. She believes that God used the program to make her certain that He wants her to work with the mentally retarded. "My most beneficial experience was working with a severely retarded boy who couldn't talk," she said. In adaptive physical education for the mentally retarded, Horten worked with this boy as he learned to ride a three-wheeled bike for the first time.

Murphy also related her experiences at Shepherds as very beneficial. She is especially interested in children with learning disabilities other than mental retardation. Her courses included Introduction to Development of the Mentally Retarded, and Learning Disabilities. On Tuesday evenings and Saturdays, she worked with six to seven girls, sometimes helping with reading, learning numbers, days of the week or month and other subjects with which the girls had trouble. She was also able to go along on one of their field trips to a museum. As she was able to get to know her students more personally, she became impressed with their sincerity and openness.

As these Cedarville women have learned, God does not work only with "smart" people. They saw re-emphasized the importance of remembering the value of other individuals. The aim of Shepherds, Inc. and Cedarville College in their special education programs is to share God's truth with all people regardless of their differences.



Mel and Dorothy Keeler, field representatives for Shepherds, Inc., travel for this GARB approved social agency which serves to meet the needs of the mentally handicapped. Shepherds works closely with the Cedarville College special education program; they offered practical experience to five Cedarville students this summer.