

Brewer and Shipley come to Mac

Brewer and Shipley, an upcoming folk-rock duo will be on the McPherson College campus Saturday, Feb. 7. They will perform in concert at 8 p.m. in Brown Auditorium. Tickets will cost \$1 at the door.

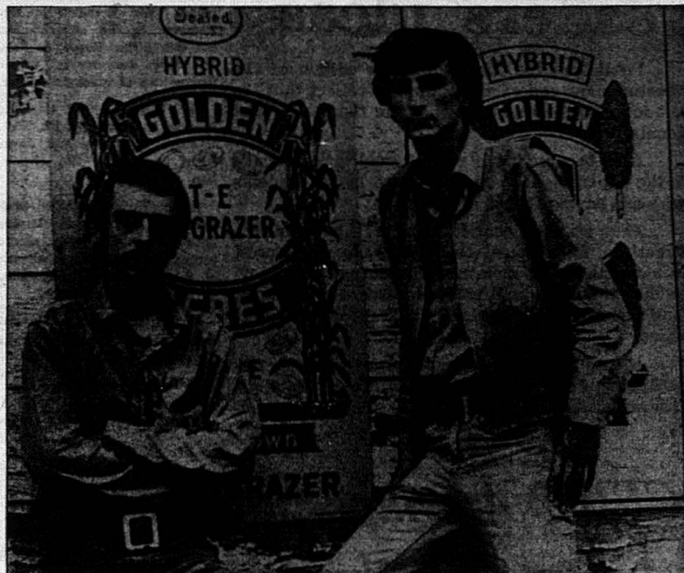
"Brewer and Shipley Down in L.A." is the duo's first album, on A & M label. All the folk-rock tunes included on the album were written by the two performers themselves. Some of the songs are "Truly Right," "Time and Changes," and "Keeper of the Keys."

Reviews on Brewer and Shipley's debut album have been excellent. "High Fidelity" says "the result of this talented duo and so many right decisions is one of the most satisfying and

professional debut albums ever heard in rock."

"Tiger Beat" says "Brewer and Shipley make boss sounds," and that their album is "just too groovy for words." "Cash Box Album Reviews" says "The harmonies are gentle and smoothly interwoven." Others say "their melodies are more interesting, their lyrics more meaningful than most."

Brewer and Shipley is a relatively new and little known duo, but has a promising future. They could also be the beginning of a new and more exciting trend in entertainment on McPherson campus. If the concert is a success, Student Council may be encouraged to bring other new groups to McPherson.



Brewer and Shipley will present a concert Saturday night in Brown Auditorium. Admission is \$1.

The SPECTATOR

Vol. 54 McPherson College, McPherson, Ks. Feb. 5, 1970 No. 14

Career Day coming

McPherson College will host the third ACKK Career Day, Thursday, Feb. 19.

Over thirty companies and public schools will be here to interview interested seniors or juniors. The event is sponsored by the Business Department and Placement Bureau of the Colleges in ACKK.

Seniors should return their material to ACKK at once.

Sign-up period will begin at 8:45 in the Student Union, interviews will then be conducted throughout the day. For more

information contact the Placement Office.

Program for Career Day is as follows:

8:00-8:30 a.m., coffee and registration;
8:30-8:45 a.m., announcements;
8:45-9:30 a.m., sign-up for interviews;
9:30-12 noon, individual interviews;
1:30-4:30 p.m., individual interviews.

Mohler's work is displayed

Photography by Edwin Mohler, director of publicity and promotion is on display during February in Friendship Hall.

Also featured is a display of oil paintings provided by the Kansas State Federation of Art.

Burns named aids director

John Burns, formerly of Hugoton, succeeded Guy Hayes as director of financial aids at McPherson College on Jan. 5.

Burns, who graduated from the College in January, 1969, was manager of the Hugoton Chamber of Commerce.

Hayes, who joined the College faculty in 1960, had served as director of financial aids since 1967. For seven years he was associate professor of rural life and supervisor of the college farm. He was assistant football coach for three years.

In 1956 he became professor of speech and debate, serving there until he was named director of admissions in 1961, a capacity he filled until assuming responsibilities for the college's financial aids program.

Campus guest McBeth conducts tri-college band



Dr. W. Francis McBeth

On campus today as guest conductor of the tri-college band is Dr. W. Francis McBeth, sponsored by the Kansas College Composers Project.

Dr. McBeth is the chairman of the department of theory-composition, Quachita University, Arkadelphia, Ark. During his tenure at Quachita, he has

What's new with the BSU

The Black Student Union of McPherson is holding an open meeting today at 6:30 p.m. in the basement of the Student Union. All persons are invited to attend.

Students from other colleges including Sterling, Kansas Wesleyan, Bethany, Bethel, and Baker will be attending.

become well-known for his compositions.

The most famous of his awards have been the Pressley Award at Hardin-Simmons University, regional winner of the College Band Directors' National Association's composition contest, and in 1963 the Howard Hansen Award for his Third Symphony.

KOF offers scholarship

The Kansas Optometric Foundation is offering a \$2,000 scholarship, \$500 per year for four years, applicable to any college of optometry within the United States.

Applications must be completed and received in the Kansas Optometric Foundation office by Feb. 15. Complete information and application blanks are available from KOF, 706 Gage Blvd., Topeka, Ks. 66606.

Additional smaller scholarships are also available to Kansas students wishing to pursue a career in optometry.

Barrs to give piano concert

Brown Auditorium will be filled with the excellence of sound and the exhilarating musical sense of the team of Howard and Patricia Barr when they will be in faculty concert Sunday, Feb. 8 at 3 p.m.

The Barrs are perhaps unique in their long musical association because they attended the same elementary, junior and senior high schools and graduated from the same college. They have had the same teachers in music from the first instruction through advanced study in solo repertoire at the university and post-graduate level. Because of this similarity of training there is in their duo-piano playing a close rapport in matters of musical interpretation that is rare.

The two-piano recital by the Barrs includes a wide variety of music seldom found on any one musical program. The

styles of music will range from rare and original two-piano music by great composers through transcriptions from the modern orchestral repertoire to intricate arrangements of popular show tunes.

Eight successful seasons of trans-continental touring resulting in widespread recognition of their mature work has entitled them to stand tall among the grove of duo-piano teams. Playing over 500 concerts and orchestral appearances in the United States and Canada during the past seasons, they carry one of the busiest professional calendars in the nation.

The Barrs bring with them their two widely acclaimed Baldwin concert grands. These pianos, being a significant advance in the art of piano manufacturing, are beautifully matched as are their owners' talents and temperaments.

Stuco to lead Heart Drive

Student Council is conducting the Heart Drive for the city of McPherson this month.

Members of Stuco have been given districts to solicit on Heart Sunday, Feb. 22. Each member will form a team of students for the solicitation.

Contributions to the Heart Fund go for the continuing fight against cardiovascular disease — the nation's leading cause of death.

In order to continue and expand the battles against the heart and blood vessel diseases and to find the causes, better diagnostic methods, care and rehabilitative techniques, the Kansas Heart Association needs much more money this year,

especially since the federal government has reduced its monetary support of research in these important areas.

The results of American and Kansas Heart Associations' work in the past have been hundreds of thousands of lives saved by the many great developments in diagnosis and treatment and prevention of the cardiovascular diseases during the past 22 years. Heart Fund dollars have helped to initiate or to carry forward almost every major advance.

In addition to its research, Kansas Heart Association conducts programs in professional and public education and in community services.

Spec needs readers' ideas

Publishing the first eight-page edition of the Spectator has caused the editors to reflect that it's not so much the size, but what's in the paper, that counts.

And, because it is a student publication, what's in the paper ought to be determined by the students who are paying for it.

Thus we need your ideas as well as your contributions. It is hoped that you have an interest in national issues, such as pollution and SMC covered in this issue, and campus issues, for example, long range planning and the Stuco-sponsored Heart Drive.

A true student newspaper must not only report campus activities, but also reflect the thoughts, frustrations, and dreams of an academic community.

CIRUNA symposium hosts students and businessmen

The Council on International Relations and United Nations Affairs (CIRUNA) is sponsoring a national symposium on world economic and social development, entitled "Campus, Corporation, Quality of Life."

On March 3-8, approximately 1600 students and 400 corporate executives will come together at four different campuses across the country to discuss what should be the objective and who should be the beneficiaries of U.S. foreign and domestic aid.

The program has three basic objectives: to provide students

with a direct channel of communication to corporation and government leaders; to develop a set of fundamental agreements between students and corporate leaders on a vital world problem; to inspire new American thinking on how to improve the quality of life around the world — to avoid the tired textbook dogmas of development and to throw the entire development problem into new, exciting settings that will appeal to the American public.

An effort is being made to ensure the highest quality of both students and businessmen

Spec — staff changes

Changes in the staff of the Spectator have been taking place. Susan Krebbel, Jr. McPherson, is the editor-in-chief for this term. Karen Guthals, Jr. Hope, has moved up to the position of managing editor.

The business staff includes Marilyn Shepherd, Jr., Ft. Scott, business manager, and Joyce Bury, Jr., Peoria, Ill., circulation manager.

The position of assistant business manager is open. Persons interested in applying should contact Dave Gentry, chairman of the Board of Publications, or the business manager.

Anyone interested in reporting, writing, or photography should contact the editors.

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We get letters

Initiation issue gets run-around

Since the beginning of the 1969-70 academic year, several members of the student body have been working for the eradication of freshmen initiation. Beginning with a petition of fifty signatures calling for a meeting of the student body and continuing with procedures to bring the issues before the Student Court we have, so far, been given the royal run-around. The meeting of the student body was never officially held and requests by us to present

our case before Student Court have been continually put off. In all of this, however, we have yet to be presented with a solid argument by the opposition.

Therefore, we do hereby challenge any members of the college community and in particular the Student Court to meet with us, at a time determined by consensus, to debate this issue before the student body.

Michael L. Loveless
Royce Kurtz

Black poet gives lecture

by Terry Johnson

The black poet entered the classroom and was introduced as Gerald William Barrax from North Carolina Central University in Durham, North Carolina.

In his lecture he distinguished poetry from other forms of literature, such as rhetoric and prose.

"Poetry is an art and re-

quires skill and consciousness of the world and people around us," Mr. Barrax said. "Poems come from living." He emphasized style and technique.

During Interterm, Mr. Barrax taught at KWU. He also lectured at the other ACCC schools.

His book of poetry, "Another Kind of Rain," will be published in the fall.

Kenya: emergence of new nation

by Rifaat Somjee

The Republic of Kenya forms one of the three East African territories which obtained its independence from Great Britain in 1963. It has an area of 224,960 square miles, which is a little larger than France and Belgium put together, with a population of 10,000,000 of which 97 per cent are Africans. The languages spoken are either Swahili, English or tribal.

The young nation under the leadership of our President, His Excellency Jomo Kenyatta, is trying to make a place for itself among the world's stable and prosperous nations. His theme is always based on the rejection of tribalism as one of the solutions for national peace and prosperity.

This could perhaps be better

explained by the national motto he has formulated — "Harambee," a Swahili word meaning "let us all pull together." "self-help," and "actions speak louder than words" are often chantings of his philosophy of unity and self-help which are showing fruitful results.

Results come in the form of the eradication of illiteracy, poverty and disease which plague all developing countries of which Kenya is no exception.

Our economy is based on agriculture; at least 3 out of 5 jobs are farm connected. Land once owned by the colonialists has once again been returned back to the indigenous people and the government has many beneficial programs of "Kenyanization."

Kenya is a place of beauty and majesty, with lofty mountains and elegant forests that teem with abundant wild life, — much of it is within the protective confines of national parks and reserves. Recently the government established two marine parks, protecting coral reefs of the coast. Nine-tenths of the foreigners are attracted by Kenya's superb wildlife and they come to photograph, go on safaris, but not to shoot.

Kenya's coast abounds in ancient Arab ruins while the interior holds prehistoric remnants. It is attractions such as these that make tourists one of the leading industries in Kenya.

This is Kenya, looking for a future with the common effort of the people and government. Through unity and hard work this young nation is climbing the ladder of ever-increasing pride and prosperity.

We get letters

Blahs return

It's the Sunday after Christmas, and already the radio has stopped holiday music and resumed the normal blahs.

Two weeks ago McPherson commissioners passed an ordinance outlawing student violence. Last week I discovered that we on campus got rid of our Nigger problem because Negroes who left didn't really belong here.

Now, for this ensuing semes-

ter everything is hunkydory (my phrase for alright, A-Okay). That is, without Niggers on campus and with the city insuring that student violence will be punished, we can get down to the business of . . . of what?

1) Maintaining the educational status quo. We can resume educating for the "fifties-culture," the culture of nice safe jobs with big business or the government and of big homes of comfort and of nice images of the poor in other lands.

2) Joining the educational status quo. We can educate for the money-creating relationships within the education - industrial-military complex; thus, we can ignore the pressing issues as long as they don't take our money.

3) Creating the educational status quo. We can resume the specific Christian educational attitude once held by this institution; with it we can take a lead in quality liberal arts education for our nation. We can take an educational stance that honestly confronts our society with alternatives to violence, poverty, and racism.

Which do we want, McPherson College?

James E. Weaver

The Spectator

Vol. 54 Feb. 5, 1970 No. 14
Official student publication of McPherson College, McPherson, Kansas 67460, published at 1609 E. Euclid by the Student Council weekly (26 issues) during the school year, except during college recesses. Second class postage paid at McPherson, Kansas. Campus office—Student Union basement.

Member of the Associated College Press.
One-year subscription in U.S.A. — \$2.50.
One-semester subscription in U.S.A. — \$1.25.

Subscriptions for full-time students are included in tuition.

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Mac students take part in Kansas CUTE program

John Belser, sr., Elizabethtown, Pa., has been accepted in the Cooperative Urban Teacher Education Program of Kansas for Spring Term.

Don Lucore, sr., Arriba, Colo., and Carlos Creen, sr., Wichita, completed the program during the Fall Term.

CUTE is a pilot program of the Midcontinent Regional Educational Laboratory especially designed to prepare teachers for the inner-cities of America.

While in Wichita, students are actively engaged in experiences involving the child, the family, and the agencies of the inner-city, and do full-time teaching in an inner-city school of Wichita.

Eleven liberal arts colleges of Kansas and three state universities have students enrolled in CUTE.

The major objectives of the program are to have the student teacher understand both his own and his pupils' atti-

tudes, anxieties, and prejudices; understand both his own and his pupils' environment and culture, and the influence of his pupils; become knowledgeable and competent in instructional skills which appear related to reflective thinking and the inquiry process for inner-city learners.

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Walker, Kumble

Mr. and Mrs. Archie Walker, Cedar Point, announce the engagement and approaching marriage of their daughter, Brenda, to Larry L. Kumble, son of Mr. and Mrs. LaVern Kumble, Marquette.

Miss Walker is presently employed as a receptionist and switchboard operator at McPherson College. Her fiance is a graduate of Fort Hays Kansas State College and has just completed a year's tour of duty in Vietnam.

The couple will be married Feb. 21.

Macalendar

- February 5, 1970—KCCCP McBeth Clinic, tri-college band, afternoon and evening, Brown Auditorium.
- February 6, 1970—Movie, Brown Auditorium.
- February 7, 1970—Brewer and Shipley Concert, Brown Auditorium, 8 p.m.; Varsity basketball, Baker, there.
- February 8, 1970—Barr Faculty Recital, 3 p.m., Brown Auditorium.
- February 9, 1970—Varsity basketball, K.W.U., here.
- February 12, 1970—Lions Travelogue, 7:30 p.m., Brown Auditorium.

Term dates announced

Spring break will be March 27 - April 5. Final exams are scheduled for May 18-21. Alumni Day is set for May 23, and commencement will be May 24.

The final exam schedule for spring term will be as follows:

Monday, May 18—

7:30-9:30 a.m. — All 11:30 M. W.F. classes

10 a.m.-noon — All 7:30 T. Th. classes

1:30-3:30 p.m. — All 8:30 M. W.F. classes

Tuesday, May 19—

7:30-9:30 a.m. — All 7:30 M. W.F. classes

10 a.m.-noon — All 10:30 T. Th. classes

1:30-3:30 p.m. — All 9:30 M. W.F. classes

3:45-5:45 p.m. — All 12:00 T. Th. classes

Wednesday, May 20—

7:30-9:30 a.m. — All 1:30 T. Th. classes

10 a.m.-noon — All 2:30 M. W.F. classes

1:30-3:30 p.m. — All 3:30 M. W.F. classes

3:45-5:45 p.m. — All 1:30 M. W.F. classes

Thursday, May 21—

7:30-9:30 a.m. — All 10:30 M. W.F. classes

10 a.m.-noon — All 12:30 M. W.F. classes

1:30-3:30 p.m. — All 3 p.m. T. Th. classes

Services hold Communion

The chapel on Tuesday, Feb. 10 will be a Bread and Cup Communion service at the Church of the Brethren.

The service will be conducted by the Rev. James Tomlinson, associate pastor, and will begin at 9 a.m.

On the first Sunday in Lent, Feb. 15, Communion will be celebrated during the morning worship service at 10 a.m. in the College Church.

Students are invited to attend either or both of these services.

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Stonehenge is examined

"Stonehenge: Temple or Computer?" is the title of the program now showing through February at the Hutchinson Plantation on the Hutchinson Junior College campus.

The huge stone monument that stands in solitary silence on the Salisbury Plain in Southern England has attracted thousands of visitors year after year and, in fact, for centuries.

The late Stone Age tribes who disappeared thirty-five centuries ago left behind only a few primitive tools made of the bones of animals and the huge stone pillars. It is the contention of many scientists that Stonehenge was actually an intricate computer whose knowledge of astronomy in some ways surpassed our own.

Public programs are presented Thursdays at 8 p.m., Saturdays at 2:30 p.m., and Sundays at 2:30 and 4 p.m. Special programs may be arranged by appointment.

Juco students choose Mac

Graduates of junior colleges are finding McPherson College a leader among Kansas' private colleges in providing continuing education, according to a survey recently completed by Jess Cooper, assistant professor of education.

His survey showed the numbers of students from Kansas and out-of-state two-year colleges working towards bachelor's degrees at member colleges of the Associated Colleges of Central Kansas.

According to enrollment figures for the first term of the 1969-70 year, McPherson's student body includes 80 students who formerly attended public or private junior colleges.

Total junior college attendance at other ACKC colleges are: Bethany, 51; Bethel, 48; Sterling, 41; Tabor, 20; and Kansas Wesleyan, 5.

Of the students at McPherson, 21 formerly attended Hutchinson Community Junior College. Other Kansas junior colleges represented on campus are Butler County, Chanute, Cloud County, Dodge City, Fort Scott, and Independence.

Sixteen McPherson College students formerly attended Central College, McPherson, the only private Kansas junior college represented on campus,

Women's team goes unbeaten

The McPherson College Women's basketball team has been very successful so far this season by winning four straight victories to give them a 4-0 record.

To start off the season, McPherson defeated the Sterling College women on Dec. 13, 58 to 27. Mary Hutchison, the high scorer, had 21 points.

The second game, against Bethel College there on Jan. 13, was a victory for McPherson, 78 to 28. Mary Hutchison scored 28 points and Kathy Rogers, 19.

On Jan. 16, McPherson defeated the Wichita State University women in a close game, 47 to 43. Mary Hutchison scored 22 points and Kathy Rogers, 19.

The Sterling College coeds were defeated for the second

time Jan. 27 by McPherson, 72 to 33 in a one-sided game. The three highest scorers were Mary Hutchison with 16 points, Kathy Rogers with 14, and Pam Engel with 13 points.

Tuesday, Feb. 3 the McPherson College women played Bethel at the Roundhouse. Results of the game were not available at press time.

For the season thus far, Mary Hutchison has averaged 22 points per game and Kathy Rogers 15 points per game. Also, the team has averaged 64 per cent accuracy of their free throws.

Girls who are participating in varsity basketball are as follows: Pam Burns, jr, Westwood, Mass.; Ann Blessing, jr, Russell; Chris Elliott, fr, Versailles, Mo.;

Pam Engel, fr, McPherson; Ann Herbst, soph, LaVerne, Calif.; Mary Hutchison, soph, Thomas, Okla.; Kathy Rogers, jr, Brooklyn, Iowa; and Pat Stauffer, fr, Wichita. Leanna Mease, soph, Fredricksburg, Iowa, and Anita Hedmon, fr, Mulvane, are the teams' newest members.

The teams' coach, Dr. Doris Coppock, explained that unlike any previous season, the team is playing full court with a five member team. This is an experiment which may help change the rules of women's basketball so that it may be an event in the 1972 Olympics.

The schedule of the remaining games is as follows: Tabor, there, Feb. 6 at 3:30 p.m.; K-State, there, Feb. 13, at 7:30 p.m.; Kansas University, there, Feb. 14, at 10 a.m.; Tabor, here, Feb. 20, at 4 p.m.; and K-State, here, Feb. 28, at 7 p.m.

The State basketball tournament will be held in Manhattan on March 13 and 14.

Colyn to speak at SEA

John Colyn, local school teacher and Ranger-Naturalist in Rocky Mountain National Park, will speak on "Conservation in the Schools" at the Student Education Association meeting Wednesday, Feb. 11 at 7 p.m. in Harnly 101.

Election of officers will also be held.

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Campuses react to environment issue

Surprised to find an article on pollution in the college newspaper? You shouldn't be. The condition of the environment is one of the toughest problems now facing America, and, according to "Time Magazine," is fast replacing peace as the number one issue among the young.

On April 22 campuses across the nation will be sponsoring environmental teach-ins, as the open letter to the college students of America, printed in this issue, explains.

The idea all started with several students in the School of Natural Resources at the University of Michigan. By the time Michigan held its first organizational meeting, the undertaking had mushroomed to a national scale.

Environment Near Death (END) has been created to coordinate teach-in activities from Washington, D. C.

"Man and the Environment," the Michigan teach-in, will be a forum for students, teachers, and other speakers from all disciplines concerned with the ecosystem.

Beyond the university, speakers and informational services will be provided to local schools and community organizations. A presentation to public authorities and industry of an environmental inventory along with a call for action will be made.

A specific participatory action,

Blue Lick seeks talent

Students of Bellarmine-Ursuline College in Louisville, Ky., are accepting contributions to their publication, the "Blue Lick Review," a large-format magazine that will contain works of writers and artist at colleges and universities across the nation.

Distinguished from more conservative college reviews by a preponderance of visually exciting material, the new publication will be sold on campuses from New York to Los Angeles.

Anyone interested in submitting art, photography, fiction, poetry, criticism, essay, music, or other creative efforts may send them to the Editor, "Blue Lick Review," Bellarmine-Ursuline College, 200 Norris, Louisville, Ky. 40205. Inquiries are also welcome.

such as cleaning up a badly littered recreation area, may be directed on the teach-in day.

Other campuses are planning teach-ins, too, and other developments have linked higher education with the fight against pollution.

MIT appointed a 16-member faculty committee to encourage the university to do more research and teaching on environmental problems.

Thirty universities, mostly in the Midwest, plan to conduct a large pollution study at the Argonne Laboratory in Chicago.

Ecology has been chosen as the central concern for the new University of Wisconsin at Green Bay. The four colleges organize around the theme, "Man and His Environment," with each focusing on it through its own specialty: Environmental sciences, community sciences, human biology, or creative communications.

Environmental law is now being offered at nearly one half of the nation's 170 accredited law schools, largely because of student demand.

"What's the Difference If We Don't Wake Up?," the Feb. 27-March 2 conference of the U.S. Student Press Association asks. It will seek to alert editors to the dangers of continued pollution.

Interest in pollution is evident; the question is what action — immediate and long-range plans — universities and colleges can generate.

As F. Kenneth Hare explains in "Science Magazine," Jan. 23 the university has not been action-oriented; in fact, on all campuses there exists a faction regarding action hostile to the academic life.

He also points out the incompetence of the established disciplines to handle many of society's problems and the lack of alignment between the existing departmental and disciplinary structures and action-oriented, policy-directed programs.

Hare sees environment as an interdisciplinary problem that calls for a new kind of discipline, synthesizing in method.

The whole area of environment is more than a problem to the nation — it is a challenge to the university; for, as Hare warns, if the university cannot answer the social problems it will be called to face, then it will be left behind by more realistic, flexible institutions.

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Letter to American college students

Plans are now well underway for a nationwide Teach-In next spring, Wednesday, April 22, on the grave crisis facing the quality of the environment and the quality of life in America today.

A national headquarters and staff to organize, coordinate, and service this effort is now established in Washington.

The aim of the National Teach-In is to encourage students across the country to take the initiative in organizing April 22 environmental teach-ins on their campuses, and associated efforts in their communities.

Successful teach-ins on all campuses on the same day will have a dramatic impact on the environmental conscience of the nation. They will be immensely effective as an educational effort in arousing public opinion concerning necessary steps to protect our environment and establish quality on a par with quantity as a goal of American life.

There is no question that in the long run, the environmental challenge is the greatest faced by mankind. Distinguished scientific authorities have been warning for years that mankind is rapidly destroying the very habitat on which he depends for his survival.

In addition, population continues to increase worldwide — while scientists warn that we may have already passed sustainable population levels. All across the country, and worldwide, increasing numbers of citizens are voicing the same intense concern as has been so eloquently expressed by the ecologists and other environmentalists.

Yet, many are still not aware of the environmental problems being created by our advancing technology. Federally-financed projects — such as the supersonic transport plane — raise grave questions about possible new environmental dangers.

Many respected scientists and

national leaders have indicated that although some positive steps have been taken, toxic, persistent pesticides are still accumulating in the world environment, wreaking destruction on fish and wildlife — and threatening man himself.

Is the price we pay for these products in terms of their effect upon our environment worth the benefits we obtain from them?

The pollution of our rivers and lakes, and of the air in our urban areas continues to accelerate. Suburban sprawl continues to destroy vast scenic and recreational resources, with little heed being given to plans to create workable environments. And the millions trapped in our urban and rural ghettos continue to suffer the worst of the massive air, water, land, and noise pollution.

Who will finally bear the brunt of this tragic responsibility? The new generation now in schools, the generation which

will soon inherit the world environment. The time has come for all citizens to begin thinking about the basic questions raised by technological advances and environmental degradation.

Students in America and the world, who are deeply concerned with the hard choices which their generation faces, are uniquely well suited to take initiatives in exploring with all citizens the problems created by man's growing impact upon his environment.

We believe the National Teach-In next April 22 provides students the opportunity to accomplish this objective. Hundreds of teach-ins on that day would bring together for the first time on a national scale the many young people who are already concerned about the environment, and would involve and educate many more as well.

In addition to bringing this widespread involvement, the teach-ins would present information, draw the issues, stimulate plans for action, and demonstrate the strength of concern for a livable world.

Furthermore, the environmental teach-ins present an unprecedented opportunity for the involvement by student initiatives of communities, organizations, leaders, and concerned citizens of all generations in a common nonpartisan effort to meet a problem of far-reaching consequence.

Thus, we are writing this letter to urge that all campuses in America participate in a broad-based, student-led teach-in effort, involving all individuals and groups who share this concern.

Already, the student response to this idea has been one of overwhelming support, and a number of campuses are now well into the process of planning April 22 teach-ins.

At the University of Michigan, a mass meeting was called recently by an ad hoc student committee to plan a teach-in. More than 350 people showed up, and the plan is now well

underway. University officials and faculty were contacted by the students for their support and advice, a step which we believe is important for successful teach-ins.

One of the projects now being planned preparatory to the University of Michigan event is a comprehensive inventory of environmental problems in that community and region.

Similar inventories for other teach-ins around the country would be educational and practical and would provide the teach-ins themselves with specific examples of local environmental problems needing immediate attention.

We look forward to the April 22 event and ask your support and leadership. We are convinced that, if young people put their energy, imagination and idealism to work on this issue, they will help write a bright new chapter in the struggle for a livable world.

If you want more information, or if we can be of assistance, please contact the National Teach-In office: Environmental Teach-In, Inc., Room 606, 2100 M Street, N. W., Washington, D. C. 20037.

Sincerely yours, CHARLES CREESEY, contemporary University, Student Program, Federal City College, Washington, D. C.; SYDNEY HOWE, president, The Conservation Foundation; PAUL N. McCLOSKEY, JR., U.S. Congressman (Calif.); GAYLORD NELSON, U. S. Senator, (Wis.); GLENN L. PAULSON, student, The Rockefeller University, New York, N. Y.; and DOUGLAS SCOTT, student, University of Michigan, Ann Arbor, Mich.

'Clean air' becomes new American cry

"Clean air, clean water, open spaces" — a new battle cry for the American people is emerging against a concern that doesn't discriminate between black and white, rich and poor, establishment and youth, but threatens all mankind.

People are awakening to the dangers of pollution and need for environmental control, "a subject which," President Nixon declared in his recent State of the Union address, "next to our desire for peace, may well become the major concern of the American people in the decade of the '70's."

Nixon soon will present the largest, costliest anti-pollution program ever, calling for \$10 billion alone over a five year period for the development of modern municipal waste treatment plants to cut down water pollution.

A survey of Americans conducted by the National Wildlife Federation reported favorable responses to more spending on environmental control.

For example, 52 per cent think we are spending too little to improve our environment, and 56 per cent would pay \$20 annually per family to help clean up the environment.

Seventy-one per cent of the college educated people would divert money from defense to national resources.

A comprehensive list of environmental problems would be long and nearly impossible;

they encompass noise, land, air and water pollution.

The din of rush hour traffic, our household detergents, and automobile exhaust as well as massive industrial pollution and other numerous sources all add up to a dangerous level.

Also, population must be considered in relation to its drains on public resources and effects on environmental pollution. How to establish a balance between a stabilized world population and the environmental resources upon which it depends is a grave problem.

In their report to the President, the Citizens Advisory Committee on Environmental Quality expressed their belief that environmental quality is an area particularly appropriate for citizen participation.

Also, their statement recognizes that our formal education system has done little to produce informed citizens, aware of environmental problems and

willing to work towards their solution.

Another problem has been the gap in federal environment control problems between authorization and appropriation. For example, in 1969, only 214 of the 700 millions of dollars authorized for treatment plant grants was appropriated, and only 88.7 of the 185.0 millions of dollars for air pollution control.

How much we can spend on the environment while fighting a costly war in Southeast Asia and inflation at home is a question of priorities Congress and the administration must answer.

Hopefully, much will be done against pollution this year. An informed citizenry, Congressional legislation, and research all are necessary if man is to save his world.

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Travel and Adventure Film Series
"Around The Bay of Naples"
Thursday, Feb. 12 7:30 p.m.
A film to introduce you to all the unique beauties of the Bay of Naples. Don't miss it!
BROWN MEMORIAL AUDITORIUM
Sponsored by McPherson Lions Club

Statement of Aims and Objectives

Introduction

McPherson College seeks to develop a program of liberal education which is distinctive and distinguished, and which provides leadership in solving some of the basic problems facing higher education and offers to each student the opportunities and experiences necessary for the achievement of a liberal education.

It attempts to do this by being aware of the historic commitments of McPherson College as a church-related college; for its liberal education and the Christian-faith are combined in a viable relationship, and this combination has greater potential for changing human lives and the culture, than any other type of college or university.

The following statement seeks to enumerate the basic convictions of a viable relationship between liberal education and the Christian faith in which each complements and strengthens the other in pursuit of the goals of education.

The Statement of the Aims and Objectives of McPherson College was the initial point of

departure for the Long-Range Planning Committee in developing proposals for changes in the educational program of the College.

At this point it would be helpful to define several terms: **Aims** — the major purposes of which McPherson College exists; its ultimate *raison d'être*. **Program objectives** — the basic institutional commitments necessary for the achievement of the major aims.

Educational Objectives — the learning experiences which the College seeks to achieve in the personal development of its students.

Aims

McPherson College is a Christian college of liberal arts founded in 1887 by the Church of the Brethren as a co-educational college in McPherson, Kansas. Throughout its history McPherson College has consistently aimed to do two things: 1. To contribute to the quality of human life and the improvement of society (life and light—we receive so that we may give); 2. To contribute to the vitality of the congregations

which are the local expressions of the Christian church.

It has sought to achieve these major aims by concentration upon providing the highest possible quality education within the context of its liberal arts emphasis, its Christian heritage, and the community of scholarship and concern made possible by its size.

Special attention has been given to the personal development of the student as a whole person as he serves God and his fellowmen, rather than being narrowly concerned with preparation for an occupation.

Program Objectives

The Program Objectives contain seven different statements, including related sub-statements.

1. To provide a liberal education.

a. To design an educational experience which will foster the development and expression of the unique inherent potential of each student and liberate him from ignorance, narrowness, conformity and self-centeredness.

b. To teach all subjects so as to develop the knowledge, abilities, appreciations and motivations which are liberating for man.

c. To provide opportunities (1) for integrating knowledge on the basis of underlying structural principles; (2) for creativity and for the growth and development of the affective component of man's nature; (3) for developing an understanding and respect for the integrity of one's self and others.

2. To provide higher education within a Christian context.

LRP comm. studies aims

The Long Range Planning Committee has been meeting once a month since last fall, dealing with philosophical questions concerning the aims of McPherson College.

On Jan. 13 a group of students met to discuss a Tentative Statement of the Aims and Objectives of McPherson College which the committee has prepared.

The committee encourages any student reactions to this statement which is reprinted in this issue of the Spectator.

The committee, composed of ten faculty and administrators, two students, an alumnus, a trustee, and a moderator, held its last meeting on Jan. 5 and will meet next on Feb. 16.

Various studies have been presented to the committee for consideration. Some studies include a breakdown of departmental costs and a study of the composition of the student body.

a. to give the Christian faith a full and complete hearing and to present Christianity by encounter and by example.

b. To acknowledge that all truth is of God and in that confidence develop an atmosphere of free and open inquiry into all aspects of knowledge.

c. To be the critically intellectual arm of the church and present religious and ethical challenges to men in all their social institutions.

3. To prepare students for their intended profession without focusing narrowly on his specialized aspect of education.

4. To value each student for his own unique qualities and to attempt to involve him in the total college community.

5. To promote the social personal, and physical well-being of each individual and to mitigate those activities which are destructive to this well-being.

6. To build and maintain a sense of community among members of the McPherson College academic community in which free interchange and interpersonal acceptance are facilitated.

7. To involve the members of the academic community of McPherson College in the larger processes and social movements of society.

Educational Objectives

The Educational Objectives are designed to assist each student.

1. To acquire significant knowledge of the world of nature, the world of man, and the world of the spirit and the imagination, and to develop awareness of and appreciation for his cultural, intellectual, and social heritage.

2. To develop the habit of philosophical reflection upon the basic issues confronting mankind throughout history and in relation to the future.

3. To discover how to learn what he needs to know and to desire to continue the process of self-education.

4. To learn how to think critically and independently.

5. To be able to express himself clearly and to defend his ideas with clarity and conviction.

6. To become more open to new questions, new ideas, new alternatives, to continual exploration of the unknown and

to those who hold divergent opinions from his own.

7. To become a person of integrity whose faith, learning, and behavior are interdependent and who has related thought and action and public and private behavior.

8. To broaden his cultural perspective and to reduce his provincialism and prejudice.

9. To develop an appreciation of beauty.

10. To choose for himself, on the basis of his own reason, faith and experience, values which evidence concern for mankind in addition to concern for himself.

12. To develop the capacity to identify and evaluate alternative viewpoints and actions and to choose among them on the basis of his value system.

13. To be responsible in the use of his knowledge and skills and to act on the basis of reasoned convictions in response to the needs of society and of those around him.

14. To demonstrate a belief in the inherent worth and dignity of all people.

15. To identify those forces in the community and the nation that support ethical demands such as that for justice for all men while also respecting and upholding other strengths of democratic society such as the principle of order and the necessity for law.

16. To view his life as an opportunity for service to God and man.

17. To relate effectively and responsibly with other people in significant ways.

18. To become aware of his own personal possibilities and limitations and to seek continually to develop his abilities and to realize his own creative potential in all areas of life while continually searching for deeper meaning in life.

19. To find a focus for his intellectual interests and to find fulfillment in personal achievement in his vocation and in his personal growth.

20. To be actively concerned about his physical well-being as well as his intellectual, moral, and cultural well-being and to use leisure time in ways that cultivate physical health, intellectual stimulation, moral strength and cultural appreciation.

Mease, Povilaitis

Rev. and Mrs. Gerald Mease, Fredericksburg, Iowa, announce the engagement of their daughter, Leanna Jo, to William George Povilaitis, son of Mr. and Mrs. William Povilaitis, Madison, N. J.

Miss Mease is a sophomore at the College, majoring in English. Povilaitis is a junior industrial arts education major.

The wedding is planned for May 24 in Fredericksburg, Iowa.

Helstern, Schultz

Mr. and Mrs. James Helstern, Clayton, Ohio, announce the engagement of their daughter, Christine, to Don Schultz, son of Mr. and Mrs. Albert Schultz, Ely, Iowa.

Miss Helstern is a senior at the College majoring in English. Schultz, a 1968 graduate, is attending Bethany Theological Seminary near Chicago.

The wedding will be July 11.

Football players are awarded

Football awards and letters were presented to members of the McPherson College Battling Bulldogs football squad in December.

Mike Thompson, son of Mr. and Mrs. Paul C. Thompson Beloit, was elected honorary captain for the 1969 season. During the year the team took the field under the direction of game captains, with the responsibilities moving to new players each game.

Dick Kline, a freshman, son of Mr. and Mrs. Clair Kline, McPherson, was voted the season's Most Valuable Player. A guard, Kline was also presented the Head Hunter Award as the team's leading tackler, hardest hitter, and best blocker and hustler.

Halfback Dick Stalcup was named Most Inspirational Player. Stalcup, son of Mr. and Mrs. Leonard Stalcup, Topeka, is a 5'7", 155 pound junior, whose drive and determination was a constant factor in his success during the season.

Steve Layton, junior end, son of Mr. and Mrs. Gerald Layton, Mulvane, was named Most Improved Lineman. Most Improved Back was Jack Farrell, Jr., freshman halfback, son of Mr. and Mrs. Jack Farrell, Syracuse, Ind.

The awards were voted by other members of the football squad in recognition for service and action seen and experienced

on the football field during the College varsity season.

Twenty-eight students were awarded letters for the 1969 football season, according to William G. Knuckles, head football coach.

Seniors receiving letters were Bruce Cook, center; Mike Thompson, guard; Hal Wright, halfback; Junior Smith, quarterback; and Greg Quakenbush, tackle.

Juniors recognized for their play were Dale Burkholder, halfback; LeRoy Elliott, guard; Steve Layton, end; Ken Smith, end; Dick Stalcup, halfback; Mike Van Hoogstraal, quarterback; and Terry Young, tackle.

Sophomores selected for honors were Allen Conover, guard; Mike Hooker, Back; Steve Hughes, tackle; Bruce Johnson, back; Arnie Olson, fullback; Mike Parks, halfback; Richard Reents, guard; Jack Signor, tackle; and Stew Skinner, end.

Freshmen lettering were Dale Davis, guard; Jack Farrell, halfback; Tom Kendall, end; Dick Kline, guard; Steve Smith, quarterback; Gay Thompson, tackle; and Doug Wedel, guard.

Four players receiving provisional letters were Karl Matz, junior tackle; Dan Six, sophomore center; Joe Green, sophomore back; and Jpe Harrison, freshman halfback.

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THE "HOT" ONES ARE COMING!

Corvette and Camaro Showing Feb. 26

Fred McKenna Chevy - Olds.

"You Can Trade With Us . . . More People Do!"

Antiwar leaders to plan activities

College and high school antiwar activists and leaders are scheduled to converge on the campus of Cleveland's Case Western Reserve University this month to discuss, debate, and decide on a future course for the student antiwar movement.

The Feb. 14 and 15 national conference called by the Student Mobilization Committee to End the War in Vietnam (SMC) is expected to be the largest and most representative student

gathering to date.

The SMC is encouraging all young people against the war interested in helping to chart the spring program and strategy for the SMC and the student antiwar movement to come and participate in the conference.

The conference is expected to discuss a wide range of proposals. One of the more important aspects is how the stu-

dent antiwar movement can most effectively participate in a Spring antiwar offensive.

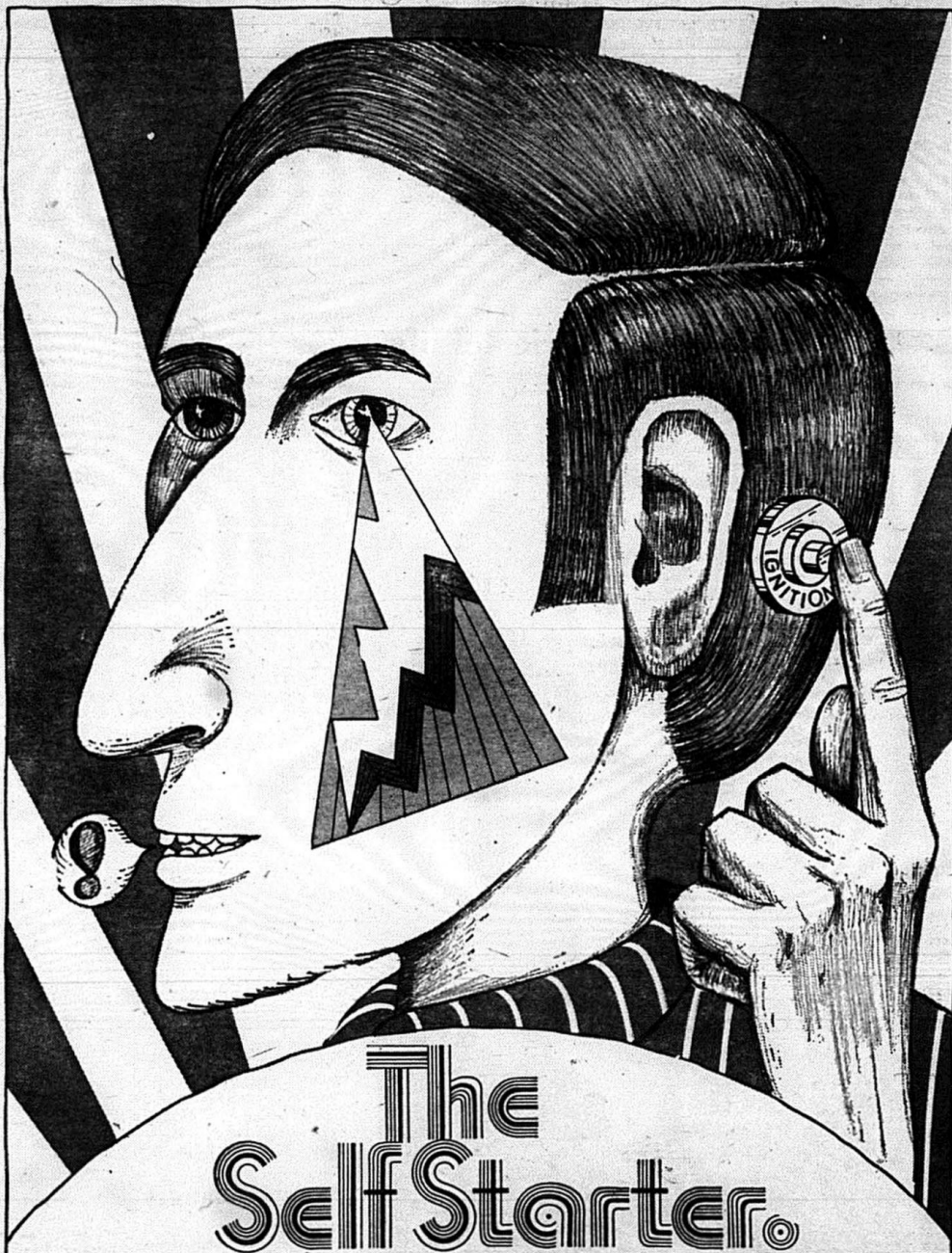
What kind of mass actions are needed? How can the student antiwar movement relate to it? Already some organizations such as the New Mobilization Committee and the Vietnam Moratorium Committee have called for actions in the Spring. How will the SMC relate to them?

Much discussion is expected on programs that the SMC is already involved in across the country such as: campus action against the war including mass struggle against campus complicity with the war; high school organizing against the war; working with antiwar GI's; women's liberation and the fight against the war; the black liberation struggle and the fight against the war; how to

effectively deal with political attacks on the antiwar movement.

For more information on the conference and literature available to build the conference, agenda, etc., write to the SMC national office, 1029 Vermont Ave. NW Suite 907, Washington, D. C. 20005.

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The Self Starter.

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AN EQUAL OPPORTUNITY EMPLOYER

Mexican culture enriches study

by Jan Bailey
To be able to fit into a culture one needs to be able to understand it. This past month three other McPherson College students, Nora Tanner, Larry Boughtman, Gary Stauffer, and I studied with a group from Hesston College at the Colegio Americano de Torre'on, Mexico.

Our hope was to fit into the Mexican culture with as few problems as possible. The aim of our program was in part achieved by lectures about such things as Mexican cooking, bullfights, social customs, religion, and Mexican history.

It was also achieved by visits to many places in Torre'on and Mexico City. For me one of the most rewarding experiences was living with a Mexican family.

In Torre'on we visited several elementary schools, the medical and dental schools, the Social Security Center, the Vergel winery (grapes are one of the main agricultural products of Torre'on), and a small village on the outskirts of the city.

I was favorably impressed by the Social Security Center. They not only give aid to the poor at practically no cost, but they offer free night classes to anyone who is interested. Many such centers can be found in Mexico.

On the other hand is the small village. It is what may be called "typically Mexican." By this I mean that it is the type of place most people picture when they think of Mexico.

There were many small adobe huts. (We were lucky enough to see how the adobe bricks are made). The school's facilities were old and out-dated compared to those in the city. One

bright spot was that the children were interested in learning.

Mexico City had many more tourist attractions. (At this point we "left" the culture and temporarily entered the roles of typical American tourists.) We saw the Presidential Palace, the Cathedral, the ruins of Teotihuacan, the university (all of which is called University City), the stadium where the Olympics were held, and several other places of historical significance.

I immensely enjoyed the beautiful "Ballet Folklorico," but the highlight of the trip seemed to be the bullfight we saw.

We came across different ideas about bullfights. The man who talked to us about bullfights seemed to classify them as a sport (an idea with which I tend to agree). He talked about everything from the selection of bulls for fighting to the rules concerning the length of time for the bull to die. Later a Baptist minister told us that bullfights are an expression of

the fatalistic attitude of Mexicans.

The people of Mexico are very interested in having others learn about their country. Our group was welcomed everywhere and we were always given very thorough information.

The Mexicans seem to know that there is a mistaken idea about Mexico in the United States. My Mexican "father" said to me before I left, "Please tell them what Mexico and Mexicans are really like. We aren't like the picture of the lazy Indian sleeping in the sun."

My trip to Mexico has not only introduced me to another culture, but it has also given me a different idea about our neighbor to the south. It is my hope that in the near future Americans can forget the "lazy Indian" and see Mexico as it is: a progressive country with a fascinating history and culture.

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Class studies Oriental life

The interterm course in Oriental Drama has been much more than the title indicates.

During the first two weeks of the course, the five students, under Charles W. Fischer, assistant professor in English-theater, studied the literature of India, China, and Japan.

One of the main goals of the class was to acquaint themselves with Oriental cultures and traditions. This was done by studying not only literature,

but also religion, architecture, and even a little flower arranging.

One week was spent in preparation for the play "Zen Substitute," in which all five class members participated. The play was performed in Brown Auditorium Wednesday evening, January 23.

The last few days of the class were spent studying poetry. The class was held on an informal basis, consisting of discussions and individual reports.

Thirty top Honor Roll

Thirty students at McPherson College attained a 4.00 grade average for the fall semester. Fifty-one were on the honor roll with averages between 3.5-4.00, and thirty-six received honorable mention for attaining a 3.25-3.5 grade point average.

Students with 4.00 averages were Mrs. Jean Bergstrom, James B. Carlson, Dale Crawford, James Cursinger, Joan Enns, Teresa Eichelberger, Mrs. Judy Froese, Mrs. Kathy Heidebrecht, Harriet Helman, Susan Krebbel, Casey Law;

Craig Little, Mrs. Gloria Martin, Larry E. Martin, Shirley Matile, Leanna Mease, Garold Minns, Mrs. Janet Meyer, Colleen Paige, Mrs. Phyllis Scherich, Mrs. Shirley Sies, Linda Slocumhook, Roberta Strickler, Kay Troyer;

Michael Thralls, Sherry Walker, Dianne Warnke, Arlan Wine, Bruce Winkleman, and Dea Urruh.

Nineteen seniors rated on the honor roll were John Belsor, Stanley Bucher, Joel Burkholder, Alan Flory, Barbara Grasmick, Linda Hawkins, Mrs. Sigrid Horner, Margaret Holderreed, Michael Loveless, Michael McLain, Mrs. Neva McNicholas, James Mowry, Mrs. Louise Paul;

Mrs. Sharon Ray, Lynda Sallman, John Schultheis, Marian Snavely, Mrs. Nancy Thompson, and Rose Marie Ullom.

Eight juniors who rated the 3.4-4.00 honor roll were Glenn D. Becker, Lydia Berg, Kay Clark, Micael Eltschinger, Mrs. Sharyn Hall, Clarence Hoffer, Sue Holloway, and Deloris Kliewer.

Ten sophomores who made the honor roll were Gwendolyn Brubaker, Linda Grove, Becky Hall, Ann Herbst, Bruce Johnson, Peggy Lusk, Delores Myers, Brenda Redding, Annette Runyan, and Gary B. Stauffer.

The twelve freshmen who achieved the honor roll rating were Sylvia Ejler, Dwight Goering, Gary Jantz, Rebecca Keim, Lewis Keith, Mary Krebbel, Richard Lenker, Marcia McClintock, Patricia Neufeldt, Roxanne Rogers, Mark Willer, and Karen Woody.

Don Lucore and Carlos Green were two special students who were rated on the honor roll.

Seniors listed on the honorable mention were Charles Baraglia, Cynthia Barchesky, Mary Kay Brown, Bruce Cook, Phillip Crupper, Phillip Deppenschmidt, Mrs. Joy Detwiler, Mrs. Evelyn Jamison, Mrs. Esther Juhnke, Alan Lavallo, Patricia Miller, Judith Peltzman, and Mrs. Diana Stauffer.

Juniors on the honorable mention were Marcia Bryan, Kent Neufield, Glenn Presley, Kenneth Smith, and Richard Stalcup.

Eight sophomores on the honorable mention were Michael Butsch, Stephen Hughbanks, Jane Jabay, Connie Minear, Tim Standaer, Jacqueline Troutman, Jean Warnke, and Kyanna Wilson.

Freshmen who rated the honorable mention were Gary Best, Marlys Flory, Lynne Frantz, Caroline Harnly, Joe Harrison, Bruce Kitzel, Beverly Knelson, Roger Trimmel, Patricia L. Stauffer, and Jill Zook.

Ag students travel during Interterm

Twelve students participated in the agricultural travel course under the instruction of Mr. Gerald Kiger, professor of agriculture. Their travels began Jan. 10 in Pennsylvania and ended in McPherson Jan. 29. Their itinerary included different agricultural factories, chemical industries and other points of interest in Pennsylvania, New York, New Jersey, Washington D. C., Maryland, Delaware, Missouri, and Kansas.

The tour included visits to the following places: Pennsylvania Farm Show, Hershey Chocolate Factory, Geigy Agricultural Chemicals, United Nations, Walker - Gorden Farm, Food

Distribution Center in Philadelphia, tobacco and dairy farms in Lancaster County, F. B. I., United States Department of Agriculture Research Center, General Cigar, New Bolton Center, DuPont Agricultural Chemicals.

As the group traveled to McPherson they visited places such as a Purina Research Farm in Missouri, also the American Hereford Association in Kansas City, Mo., and the Agricultural Hall of Fame in Bonner Springs.

A promotional of McPherson College's Agricultural Department was given on a W.G.A.L. TV program in which Prof. Kiger, Stanley Bucher and Bob Smith participated.

Members of the group were as follows: Wayne Applegate, sr., Luray; Stanley Bucher, sr., Lebanon, Pa.; Gary Clifton, sr., McPherson; Allen Conover, soph., Holstein, Iowa; Ward Nippert, soph., Carleton, Nebr.; Warren Reeves, sr., Kingsley, Iowa; Robert Smith, sr., Fredericksburg, Iowa; Delaine Thomas, sr., Prairie View; Michael Thralls, jr., Billings, Okla.; Ellis Yoder, jr., Conway; Engel Yoder, jr., Conway; Mike Zawahr, sr., Jordan, Mr. Homer Brunk also went on the trip.

Spec exchanges papers

Student papers from other private colleges, state schools, and numerous high schools are available for students to read in the Student Union basement. The display rack is located outside the Bookstore.

"The Spectator" exchanges papers to promote the exchange of ideas and to keep abreast of what's happening on other campuses.



Enjoying their Interterm Investments trip to New York City are Art Ware, sr., Silver Spring, Md., and Don McMurray, jr., Canton. Besides visits to the New York Stock Exchange, the American Stock Exchange, and several financial institutions, the group took in sights of the city, such as the mid-town Manhattan skyline pictured above. (Photo by Bob Wendlinger)