

Spectator

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Issue 6

Cure Those January Blues

Tired of spending long, cold Januaries in McPherson, Kansas? Ever dreamed of making a whirlwind tour of the Deep South? This January could be different for anyone who has ever felt this way.

"Regional Literature of the South" is the course that will chase away those January blues. This is a "G" course, and combines travel with study to bring about a better appreciation of the South and its literary artists.

The course is available for three or four credits. The fourth credit is for those who would like to learn more about a writer of the South not covered in depth by

the class. This is a bit of independent study work, in addition to the required readings, seminars, writings and, of course, the trip.

Writers covered in the course include such people as William Faulkner, Eudora Welty, James Dickey and Flannery O'Connor. According to Professor Bob Green, instructor of this interterm adventure, William Faulkner is "The prime exponent of a southern mentality."

The trip will go from here to Memphis, Tenn. where approximately a day will be spent, with perhaps a visit to Elvis Presley's mansion Graceland.

After Memphis, the next stop is Oxford, Miss., where several days will be spent at the University of Mississippi's "Center for Study of Southern Culture."

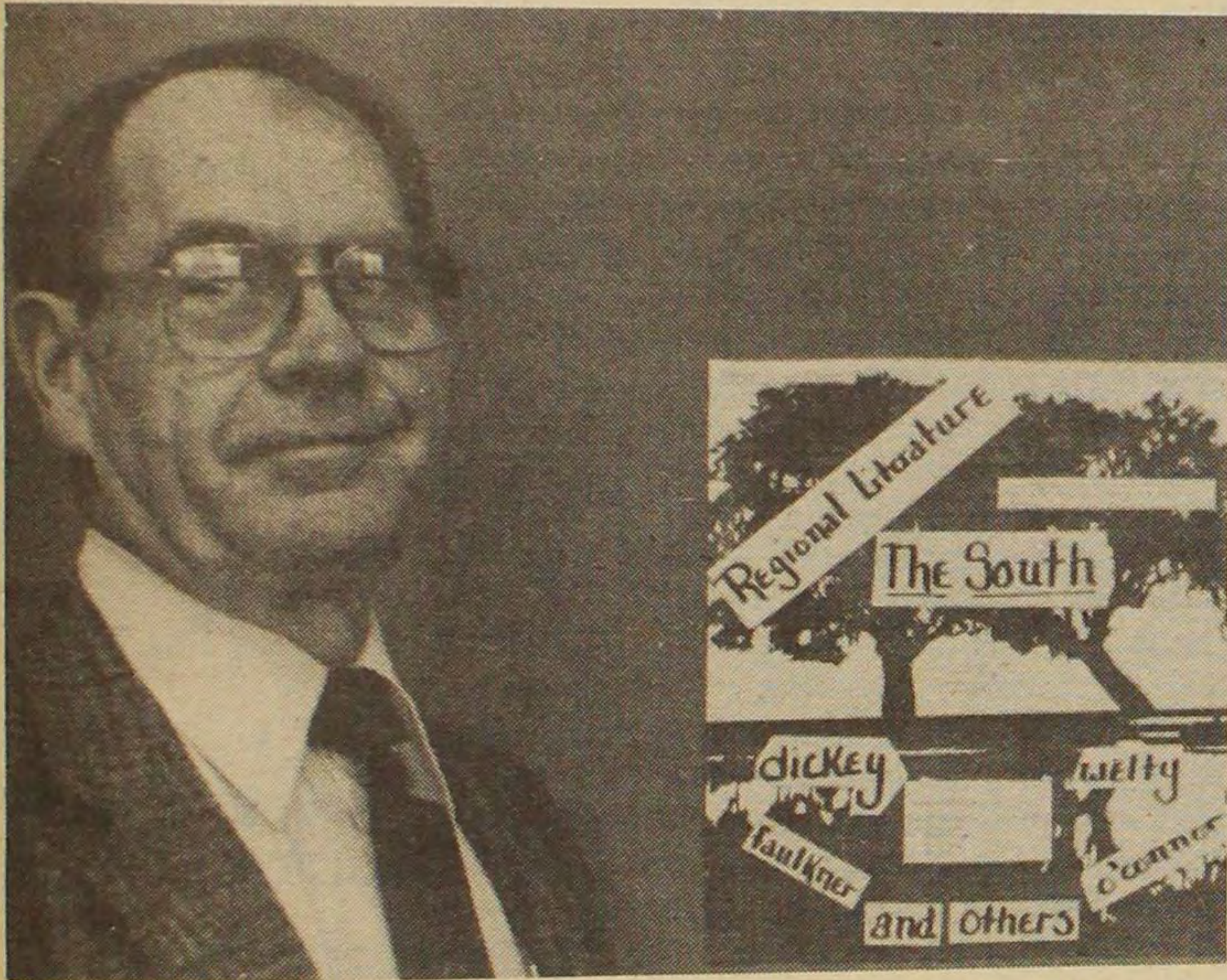
"They're doing probably more than any other one institution to examine Southern culture," according to Green.

From Oxford to Jackson, Miss., where perhaps a museum or two will be taken in. After Jackson, the tour might swing as far south as Baton Rouge, La., to visit the Louisiana State University Press, another center for Southern literary culture. If time permits, a tour of New Orleans may be included, but in any case the tour will travel to Atlanta, Ga., and then return to McPherson through Nashville, home of Robert Penn Warren and Tennessee Williams.

The cost of the trip will be \$300.00, which averages out to thirty dollars a day. This includes housing, transportation, museum and tour costs. It doesn't include food.

Openings are still available, and though the ideal number for the trip is twelve, accommodations will gladly be made if more are interested.

For further information, contact Professor Bob Green.



Southern Tourguide - Prof. Bob Green takes students through the South during Interterm.

Wolf Creek Visit

by Steve Foulke

The Wolf Creek nuclear power plant is the destination for the Peace Awareness Project on November 14. Following a shared breakfast, the group will be briefed on nuclear energy by Dr. Richard Zerger. Once there, an official from the plant will give the group a tour of the facilities, now under construction.

The power plant is located near Burlington, Kansas, which is 120 miles east of McPherson.

Kansas Gas and Electric is the majority partner in the project. K.G.-E. has received a great deal

of flak concerning the project. Numerous cost overruns have boosted the plant's price tag to a projected \$2.9 billion.

The power company plans to pay for the project through a series of rate hikes. A normal energy consumer will see a rate increase of 95 percent during a five year period if K.G.-E.'s rate request is approved by the Kansas Corporation Commission. K.G.-E. has maintained that the plant is necessary in order to cut their dependence on coal and natural gas to fuel their other power plants.

Foreign language workshop

by Merrie Cline

Do you have to be able to speak a language to understand it? Do students of foreign language learn best by speaking a language or by listening to it?

Dr. Harris Winitz, professor of psychology and speech science at the University of Missouri, Kansas City, will discuss a new method for teaching language in the ACCK Foreign Language Teachers Workshop, Nov. 10 in Miller Library.

Dr. Winitz, author of "The Comprehension Approach to Foreign Language Instruction" and editor of "The Learnables," a series of aids for teaching foreign language, will lead area

teachers in a demonstration of his 'Comprehension Approach' for teaching foreign language. The comprehension orientated approach to learning another language argues that speaking a language is not necessarily the best way to learn it.

Instead students are encouraged to develop a base of knowledge by listening and reading the language. Speech is not forced, but students are allowed to speak when they are ready.

Pre-registration for the workshop is open to area foreign language teachers and prospective teachers.

The McPherson College Choir will be going on a European tour just after the close of the spring semester.

Dr. Jan van Asselt, professor of language, first had the idea and planned it with Dr. Stephanie Graber, music professor.

The Church of the Brethren, and also the American Philosophy, is to work for universal space. Since the college is Brethren related, they felt that the choir could relate the message of peace through their music.

The program of American songs will have a message of peace.

Around forty members are expected to take the trip and about eight sponsors. They plan to stay only in homes in the countries that they visit. They will return sometime in July.

Graber says that they will travel through Germany, Holland, Norway, Finland and are hoping for a visit to Russia. There is a contact in the American embassy in Moscow through Sen. Robert Dole (Ks.)

"Plato said that music is the universal language," quoted Graber. The choir will use the universality of music to spread the equally universal message of peace.

Planning Committee

The Campus Planning Committee proposed in its weekly meeting last week that suggestion boxes be placed in Mohler and-or the S.U. This was proposed in response to the observation that the committee has been concentrating on long-range plans this fall, and that it is perhaps time to pay attention to all of the little, everyday frustrations.

Mention was also made of holding campus "bull sessions" to help relieve the pressure caused by these "little" things —

potential straws which could break the camel's back.

In other items, the committee voted down the proposed name change, citing that a change at this point would do little to affect the overall workings of the committee.

Discussion was also heard on the subject of prioritizing the present guidelines. Although the general consensus of the committee is that endowment projects, through their attractor effect, should hold priority, no direct action was taken.

Bread Made for CROP

by Marty Moyer

The International Bread Festival was held Nov. 3 at the community building. This festival features representative breads from eight different countries. These countries include the United States, Netherlands, Germany, Greece, Sweden, Italy, Switzerland, and Japan. All of the profits go to the Church Related Overseas Program (CROP).

Jeanne Smith (Publicity) was the chairperson of the Bread Festival. She reflected that the

festival is "a good way to let people know how Kansas wheat is being used." Jeanne also said that all the proceeds will be used for World and Hunger needs through CROP.

There was also a Self Help International Crafts Booth at the festival. These crafts are sold through eastern countries (India, Taiwan, Korea). This International crafts booth is run by eleven churches from McPherson.

The International Students of McPherson College were in-

involved in the Bread Festival. At 11 a.m. they put on a fashion show, modeling clothes from around the world. Circle K, sponsored by the Kiwanas, represented Japan through a pagoda, held a tea ceremony during their presentation and sold fortune cookies and egg rolls.

Some of the people that were there reflected that it was a fun time to taste the breads of the world. Others thought that it's nice that so many people come to support CROP and that it is a good cause.

Students responsible for education

by Kerri Snell
Researchers, educators and politicians are spending a considerable amount of time and effort evaluating the educational system in the United States.

The standard of education and the Olympics are favorite topics of political candidates in election years. "Nation at Risk," is perhaps the most famous documented criticism of American education, but it's not, nor will it be the only one. Just how and what to teach has been bugging psychologists, educators and parents for years.

The focus isn't always on high school education either. As students of higher learning at McPherson College, your education is being evaluated as well.

The latest such evaluation, printed in the October edition of "The Chronical of Higher Education" is a report by the HEW commission on the standard of undergraduate education. This report has several interesting things to say about you, as students, but the report also speaks directly to you, in an effort to promote the FACT of one's own responsibility to his own education. The following is an excerpt from that report:

TO STUDENTS:
We could offer hundreds of recommendations to college official and faculty on the best ways to increase student learning, and they could implement all of our suggestions — all to no avail if students themselves do not respond. It is your involvement, your commitment and your energy that will determine the extent to which the Nation achieves excellence in undergraduate education.

Our first suggestions concern your involvement . . . The following steps strike us as the most important you can take:

1. Seek out a faculty member who can be an intellectual mentor, an adviser and a friend. If that person is engaged in research or public service projects, get yourself involved in one or more of them.
2. Take particular advantage of advising and counseling services during your first two college years . . .
3. Make every effort to involve yourself in some campus activity, club, or organization that will require you to draw upon what you have learned in your course work.
4. Give some thought to how you can CONTRIBUTE to the life of the campus . . .
5. Try to attend college full time for at least part of your

student career . . .
6. Do not work simply to enhance your economic lifestyle while you are in college . . . Try to limit your employment to no more than 15 to 20 hours per week.
7. Make sure that you take at least one independent study course and one internship during your college career, and that these experiences involve research and the opportunity to apply theory to problems in the world beyond the campus. Insist that your institution provide these opportunities . . .

Over the next 15 years and into the next century, our Nation will require citizens who have learned how to learn — who can identify, organize, and use all of the learning resources at their disposal. It will depend on creative people who can synthesize and reshape information and who can analyze problems from many different perspectives. And it will require people who will share their knowledge and intellectual abilities in family, community, and national life.

Becoming one of those people will entail risks on your part. In all of our recommendations we have urged you to get as involved as you can in your own education — and getting involved is a risky business. Accept the challenge. The rewards are worth it.

Student comments on education

Upon admission to McPherson College, students are bombarded with the phrase "Liberal Arts." Perhaps you have wondered, as I have, if a Liberal Arts education is worth the time and money.

Often I sit in class wondering, how will I apply this to my career in business? Why must I have Physical Education, Marriage and Family, Woodworking, or Foods to succeed in management? Granted, these classes are interesting, but at \$115 per credit hour for four hours a week? I could spend the time and money enriching my knowledge in business.

Yet, if I take only courses within my major I will only broaden my business knowledge. Of course, this is obvious. The purpose behind a Liberal Arts education, however, can be obscure.

How can we know now what we may need to know ten years from now? Moreover, if I never use Woodworking, Foods, or Marxist philosophy in my career, each of these can enrich my spare time. After all, my career will occupy less than half my day.

Although, these "elective" classes may never apply directly to anything of "importance", they may form a "background" of useful knowledge. The challenge of learning something different helps us to develop thinking processes, which aid problem solving. Too, the more we learn of different subjects the more diverse and flexible we can be in our dynamic society.

Now, a Liberal Arts education is more pain than pleasure. But, the "pain" subsides when I consider this "useless" information with an open mind and a future with Liberal Arts.

This letter was submitted by a McPherson College student.



ON HER WAY - Sharon Weaver heads for class.

Schroeder advises in favor of liberal arts

by Terri Vinson
For those of you concerned about converting your liberal arts degree into dollars and cents after graduation, the prognosis is optimistic, and in fact, when compared with a degree in technical training, the advantages far outnumber the

disadvantages. Jan Schroeder, Career and Life Planning Director at Mac, pointed out that while a technical degree often enabled one immediate employment, the possibility of switching careers later on in life is limited due to the strictly regimented education that one

receives in such a program. "A liberal arts student is prepared for a wide scope of possibilities," she stated.

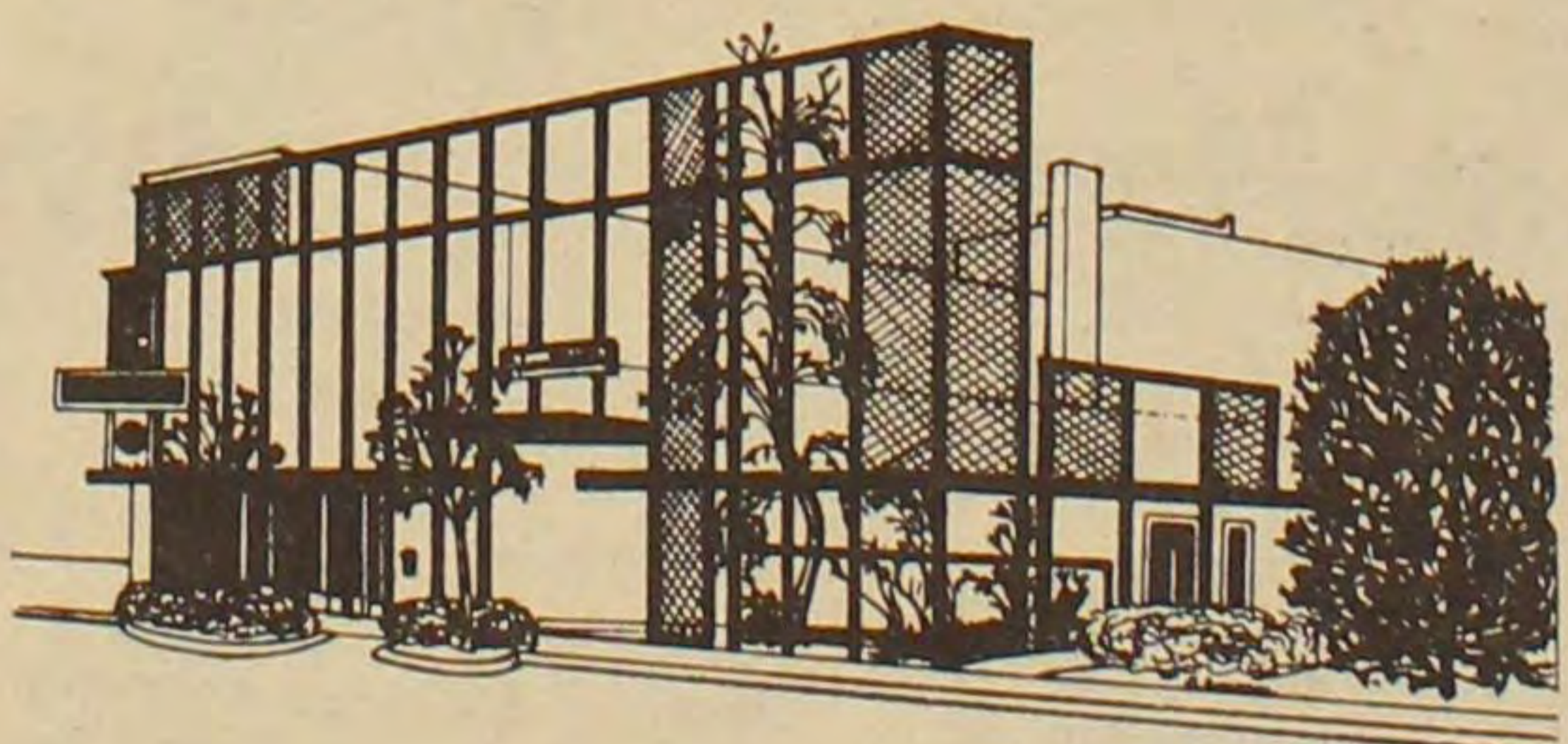
She also pointed out that many employers, for example in the field of journalism, are looking for a liberal arts background.

When asked about current career trends in the United States, Jan stated that service orientated careers in business and management were still on the upswing, as well as the computer science industry.

"It is very important that every student have some knowledge and experience with the computer," she added.



Jan Schroeder
Photo by Jerel Eller

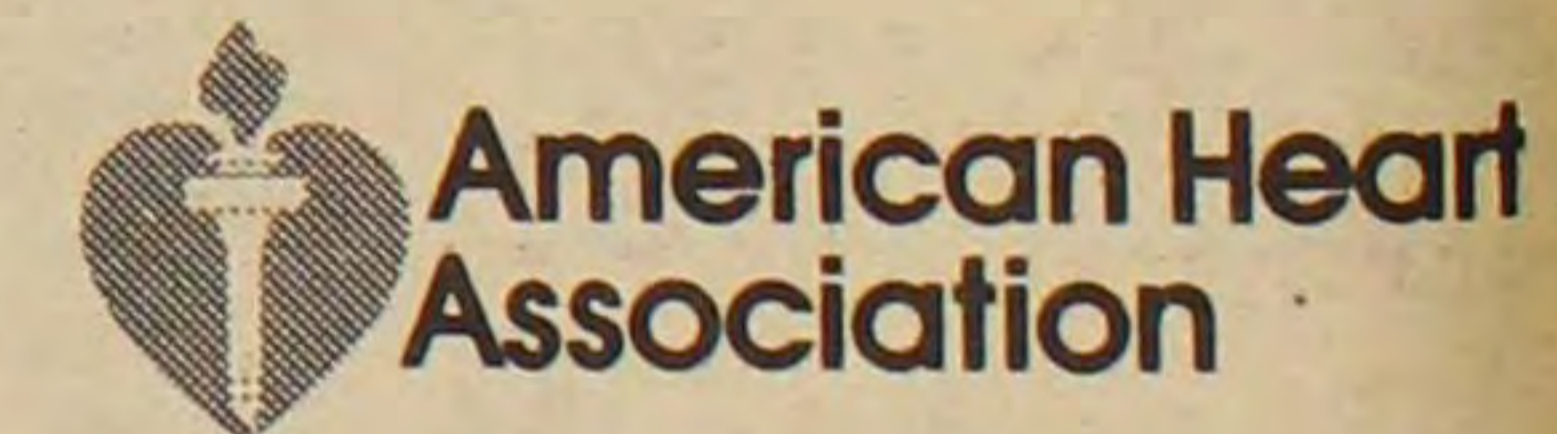


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THE MCPPHERSON COLLEGE **spectator**

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Student teachers get experience in the classroom

by Lois Lehman
 Have you missed seeing a few faces around since everyone got back from fall break? Are things a bit quieter on your floor? Have you noticed that the ones you're missing have two things in common? — they're all seniors, and they're all education majors. Yes, it's that time of year again. Beginning Oct. 22, the student teachers virtually abandoned the campus in favor of life at various area schools. Most placements are in McPherson schools, which allows for car-pooling, but other placements include Buhler and Hutchinson, which means a lot of driving for some people. Student teaching has to be experienced to be understood. All the telling in the world by last year's student teachers couldn't prepare us for this. As Raquel Elliott (sr., Greeley, Colo.) put it, "Student teaching takes an enormous amount of time; there's very little free time left." And that is an understatement! A typical day for a student teacher begins very early in the morning, depending on what time she has to be at school — for most, 7:45 a.m. From then until 3:15, it's a full day of teaching, grading papers, and dealing with pupils. At 3:15, the pupils leave, but teachers often stay and work in the room until about 4:00, grading papers, preparing materials for the next day, and working on bulletin boards. Finally, it's back to college, with just enough time to change clothes, run errands, and if

you're lucky enough, take a nap before supper. By then, the day isn't nearly over. On Tuesday nights, student teachers meet for an hour to receive instructions, swap stories and helpful hints, and regain a sense of being students themselves. And there are a number of student teachers who remain active in campus organizations, so there are rehearsals and practices, meetings and organized activities to find time for. Still others have at least one evening class to keep them busy. Add to all of that the necessity of planning. Lesson plans have to be made out and turned in. (For elementary education, count on at least 10-15 minutes of planning for just one lesson. Multiply that by five days per week and seven subjects. For secondary education, there aren't usually so many different subjects; instead, imagine preparing 50-minute lectures.) And there are games to make, transparencies to prepare, and tests to write, administer, and grade. That is why you never see student teachers. And that's what prompted Lori Appel (sr., Curlew, IA) to ask, "Where is my social life?" Reactions to student teachers vary. Some pupils go to great lengths to devise ways to test the student teacher to find out just how much they can get away with. Some kids are so relieved to be out from under their regular teacher's thumb that they'll do anything to please the student teacher. But the most common reaction is that a student teacher

is fun to have, mostly because he is a novelty, and therefore, provides a change of pace. The pupils themselves can make or break a student teaching experience. On the secondary level especially, kids are sometimes hard to understand and deal with because of severe problems at home or with peers. The student teacher is often faced with, "What do I do to get help for this pupil without betraying his trust?" And the answers are seldom easy. But on the other hand, there are the genuinely helpful, friendly kids who always seem to know exactly when to let a student teacher know he is appreciated. And then there was Connie Neher's (sr., Anna, Ill.) first-grader who said, "Geraldine Ferraro? That's that black guy!" So there is a good share of humor involved in teaching, too. One group of people who is instrumental in the student teaching experience is the group of public school teachers who take inexperienced college students under their wings. These special people are known as cooperating teachers. But they not only cooperate. They give guidance and support, constructive criticism and praise, and chances for prospective teachers to try their wings. Student teaching is difficult. There's nothing easy about holding down a fulltime job — without pay — and going to college fulltime, too. There is an enormous amount of pressure on student teachers, something you

can't appreciate unless you're involved in it. But it's definitely a very worthwhile and necessary experience — all part of the process of becoming tomorrow's teachers. This year's student teaching assignments are:
 McPherson Schools
 Roosevelt Elementary School:
 Lori Appel (sr., Curlew, Iowa) — Special Education; Linda Crist (sr., Quinter) — 2nd grade; Raquel Elliott (sr., Greeley, Colo.) — 3rd grade; Lois Lehman (sr., Roanoke, La.) — 5th grade; Connie Neher (sr., Anna, Ill.) — 1st grade.
 Washington Elementary School: Lori Ollenberger (sr., Moline, Ill.) — kindergarten; DeaAnn Reber (sr., Anthony) — 2nd grade.
 McPherson Junior High School: Linda Flint (sr., McPherson) — sociology; Leon

Heidebrecht (sr., McPherson) — history; Jerry Hett (sr., Marion) — industrial arts; Deanna Koehler (sr., Udell, Iowa) — English; Vic Williams (sr., Lakin) — vocal music.
 McPherson High School: Lela Ball (sr., Garnett) — home economics; Jon Flint (sr., McPherson) — history; Pattie Grose (sr., McPherson) — business; Rosie Grove (sr., Unionville, Iowa) — vocal music; John Johnson (sr., McPherson) — industrial arts; Jana Pote (sr., McPherson) — English; Teryn Vetter (sr., McPherson) — English; Brent Willems (sr., McPherson) — biology.
 Buhler Senior High School: Sarah Baile (sr., Warrensburg, Mo.) — vocal music.
 Hutchinson — Roosevelt Elementary School: Jean Rowland (sr., Hutchinson) — 4th grade.

The pursuit for entertainment

by Kerri Snell
 Let's see... Miss Scarlet did it... she did it in the genus edition... she did not pass go, she did not collect \$200.
 When it comes to games, I don't have a clue. They're supposed to be fun, relaxing, and a means of entertainment. One doesn't have to browse through the Parker Brothers library very long to realize how important games are to us in America. But hey, it's a free country; we all have the right to the TRIVIAL "pursuit of happiness."

The-Hall" who bids like a brainstormer and keeps the James Bond movie in the corner of his eye throughout the game. Harry accidentally blows his partner's bid when Bond's girlfriend comes on the scene; meanwhile, our "card shark" tried to hang himself from the light fixture out of frustration.
 And what about "Little Bo Peep" on 3rd floor who never can quite remember the rules as she calls the dealer's bluff and wins the coveted poker pot of \$3.18.
 Yes, people can be entertaining when they play games. But are games relaxing? C'mon...

play a game called "Life?" We get enough of that everyday. Then there's "Monopoly" (monotonous) — does anyone ever really trust the banker?
 The game of the 80's is of course, "Trivial Pursuit." Someone commented to me that the reason we enjoy this game so much is because it gives us a chance to use all the obscure knowledge that we attained in college. It makes me wonder how many of us are really Trivial Pursuit majors. Oh well, it's a good, well-rounded thing to do.

Games can be entertaining — I'll buy that. There's nothing quite like a hand of Canasta married style, ironing out last week's little "misunderstanding" by freezing the deck while hubby hasn't got a decent discard. I'm surprised Bob Hughbanks hasn't taken up the idea as a sequel to his long-running "The Newlywed Game." Isn't it fun to watch a "card shark" get paired up with "nonchalant-Harry-From-Down-

What is so relaxing about sitting at a card table, or worse yet, sitting against a couch, curled up around a Scrabble board, trying to make up a word using the letters J, X, and Z?
 Word games are not relaxing. after a few hands of "Boggle," I feel like Betty Crocker is making an omelet-a-la-mode inside of my head.
 And why does anyone want to

"A Brand New Day"

I don't mind racing the rats
 That's part of living
 But why must everyone be
 So unforgiving?


What's new?, keep score
 Who'll win?, well I don't care anymore
 'Cause I've been to California
 And I ain't impressed
 They didn't like my hair
 Or the way I was dressed
 Said that they knew best
 But I know I know better

Hey!, What do you say?
 It's a brand new day
 And I'm looking for gold, coming up good
 Just like they said I would

I don't mind losing at love
 I'm not a crier
 But why must everyone be
 Such vicious liars

You see her? That girl there
 Walks 'round, Nose up in the air
 Well She used to be my lover
 I wasn't impressed
 She messed with my mind
 Put me to the test
 Well I could use a rest
 But I thought she knew better

by Kevin Burton



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Grosbach earns all-KCAC honors

by Roy Grosbach

Last week the KCAC cross country meet was held at the Lindsborg Country Club. The course was in good condition, but the weather was not cooperative, the wind slowed down the race considerably. Many spectators felt they were 'gone with the wind' in the 30-40 mile an hour gusts.

As usual, Southwestern won the men's race with 16 points, one point from a perfect score. Runners from Southwestern placed, 1, 2, 3, 4, 6, 8, 11, 12, 13, 14,

17, 18 and 20, a finish you'd expect from a nationally ranked team. Bethany was second with 55 points, finishing 5, 9, 10, 15, 16 and 19.

But wait, what happened to 7th place in this dual of cross country powers? Roy Grosbach, the only runner from McPherson, the only non-Southwestern-Bethany runner in the top 20, ran the best race of his season and gained all conference honors by placing in the top ten. Four weeks earlier on the same course, the winning

time for the Bethany Invitational was 25:07, Grosbach's time was 28:08. The winning time at KCAC was 26:16, over a minute slower, Grosbach's 7th place time was 27:57, 11 seconds faster.

In a close women's race, Southwestern defeated Kansas Wesleyan by 1 point. Bethany was third. The McPherson women, Cindy Trimber 12th, Deanna Koehler 13th, and Sheila Collins 14th, posted a 4th place finish. The top five women are denoted as all conference.

Tomorrow, the team travels to Emporia State for the NAIA District 10 meet. Other teams at the meet will be nationally ranked Pittsburg State, who will battle with Southwestern for the one team berth to nationals, and Fort Hays State which will battle Bethany for 3rd place. The top 5 finishers BESIDES the finishers from the first place team qualify for nationals. The top 15 finishers are honored as All District Ten.

Lady Red finish fifth

by Kevin Burton

The Lady Red volleyball team split their last four matches of the season, and ended up fifth in the KCAC.

"I thought we had a good season," commented coach Dan Hoffman, "but I don't think we reached our potential."

Bethany won the conference this year. Bethel was second, followed by Friends and Kansas Wesleyan, then McPherson fifth.

All-conference teams are to be picked next week. One strong candidate for some type of

honors is Denise Race, who led the Lady Red in serve receiving efficiency (184 for 196 — 93 percent), attack efficiency (28.8 percent) and kill percentage (41 percent).

Stephanie Ostmeier led McPherson in serve percentage (189 for 193 — 98 percent), and assists (178). Vivian Benson was tops in blocks, with 32.

Peggy Sanders and Kay Davis were the only two seniors on the team this year, so next fall, a solid nucleus should return for the Lady Red.

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'Dogs, Builders to clash in season finale

by Kerri Snell

History wasn't made at Bulldog Stadium last Saturday night, but progress was.

According to head coach, Steven Phipps, "We made some developmental progress Saturday night, even though physically we lost the football game. We are continuing to improve."

The Swedes trotted on the field in their usual over-stocked

In this game of Spectator prognostication, we have reached the two-minute warning. This is the time, if there is to be a time, for Kerri to begin a fantastic finish. Alcoa can't wait; can you?

Last week

	W	L	PCT
Kevin	9	4	.692
Kerri	8	5	.615
Overall			
Kevin	47	22	.681
Kerri	43	26	.623

This week's picks

Buffalo S
New England B

New Orleans
Atlanta SB

Houston
Kansas City SB

Minnesota
Green Bay SB

Indianapolis
N.Y. Jets SB

Detroit
Washington SB

St. Louis
Dallas SB

Philadelphia
Miami SB

San Francisco SB
Cleveland

Pittsburgh S
Cincinnati B

N.Y. Giants B
Tampa Bay S

Denver SB
San Diego

Chicago SB
L.A. Rams

L.A. Raiders S
Seattle B

manner, and scored early. With 7:49 still left on the first-quarter clock David Kentner hit Pat Wempe in the end zone.

The only other score in the first half, a field goal by Bethany's Larry Fischer, sent the Bulldogs into the locker room with a 10-0 deficit to allot for.

That allotment never came. Despite an all-out effort by Phipp's troops. Bethany continued to put points on the board and McPherson continued to miss opportunities to gain momentum.

With 8:41 remaining in the final quarter, the Bulldogs pulled an impressive goal line defense out of the hat. An unfortunate Bulldog fumble gave the Swedes four more tries at scoring, and

this time Brian Green was on the receiving end of another t.d. pass by the Swede quarterback, securing a comfortable 17-0 lead for Bethany.

At the 6:04 mark, Bethany's place kicker launched an incredible 43 yard field goal through the uprights, accounting for the final 20-0 score.

McPherson did some good things in the game also, unfortunately, nothing seemed to add up to points.

"We are going to work hard on ways to put points on the board," stated Coach Phipps.

The Bulldogs have another tough KCAC game to end the season with as they will host the Southwestern Moundbuilders from Winfield tomorrow at 2 p.m.

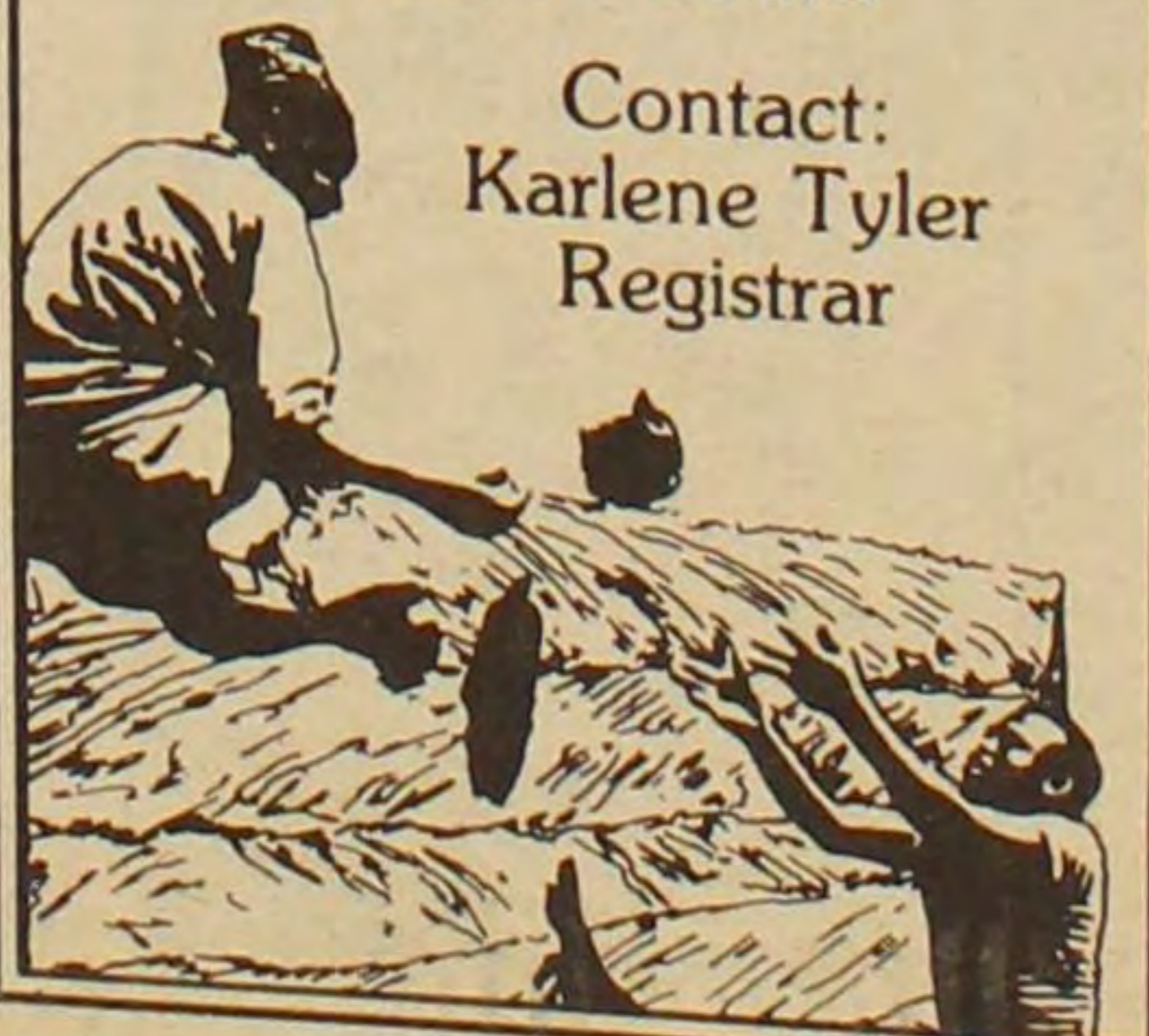
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