

The McPherson College SPECTATOR

Vol. 83, No. 5

"Serving to inform a community"

November 20, 1998

Andes and Stover fill Lengel's position in the classroom

Shelly Hendricks

Spectator Staff

Dr. Connie Andes, associate professor of history, began her teaching career at McPherson College on Monday, Nov. 2.

"The best thing [about being here] by far is just being around students and the faculty," Andes said. "Obviously, it's very hard to make this switch. I came thinking I'd be a bridge for whoever is next to take this position."

Andes is filling a one-year appointment for the college. The college hired her following the sudden death of Dr. Leland Lengel, associate professor of history for 36 years.

"It's been a while since I've been in a classroom, and it takes me a while to understand how to get through to students. It seems like there are a lot of differences in teaching students now," Andes said. "They have to juggle a lot more than I had to when I was a student here."

Andes was shocked to learn about Dr. Lengel's death, especially since she had known Lengel since he began his teaching career at McPherson College.

Although she never took a course under Lengel, she still formed a connection with him.

"I would love to be able to talk with Dr. Lengel again. That's the hard part. He was always very supportive of what I did, and I think he would be supportive of what I'm trying to do now, even though I can't begin to fill his shoes," Andes said.

After learning of his death, Andes realized the college would have difficulty finding a qualified person to teach for the remainder of the year. Since she had a master's in history and had recently taken some graduate courses in history while doing her doctoral work, Andes thought she might be able to assist the college.



Andes

The day of Lengel's death, "I called and asked if there was any way I could help, and they took me up on it," Andes said. "It was almost like something larger than me when I called. I did it before I really stopped to think about the implications."

"I really think these unusual things we can either choose to ignore or we can pay attention to those symbols and respond to them, and we'll be led in ways we're meant to be led," Andes said.

Andes makes the move from Lawrence to McPherson. She was living in Lawrence and planning to take a year off in order to think about her future and find new direction.

Andes graduated from McPherson College in 1964 with a degree in English. Following graduation, Andes was a high school English teacher in Minneola. She spent 13 years at home, working as a mother, homemaker and volunteer. Andes has two children, a son, Ted, and a daughter, Dana.

In her thirties, Andes returned to school, earning her master's degree in

history from Wichita State University. While most of her work has been administrative, Andes was a graduate teaching assistant during her years at Wichita State. Andes also team taught an interterm course on women and economics history when she first worked for the college during the early 1980s.

Andes served McPherson College as director of admissions, associate director of development and director of alumni during the years 1979-1984. She worked for the Church of the Brethren General Board as associate general secretary and as executive for the General Services from 1984-1988. Following this work, Andes earned a doctorate in educational administration from the University of Texas at Austin.

"I'm one who believes in life-long education, life-long learning," Andes said.

After receiving her doctorate, Andes headed three different organizations. First, she was the president of the Kansas Independent College Fund; her work responsibilities included raising money from corporations and foundations for all of the 17 private colleges in Kansas.

Following this, Andes was the president of the Independent Colleges of Indiana Foundation, which involved fundraising for 30 schools.

She then came back to McPherson in the summer of 1996 to be the executive director for the Associated Colleges of Central Kansas, which provided her with more background on small colleges. In this position, Andes worked more directly with faculty.

"That helped me get back into the academics," Andes said. "It's fun to be back in the classroom. I've had to provide leadership and make sure people were moving along and meeting goals, so it's refreshing to work with students. It reminds me that's what all the administration is about."

Steven Stover, lecturer in history, began teaching the fall geography course on Nov. 13.

"I think it's working out quite well when it's as difficult as it is to come during the middle of the semester," Stover said. "It's difficult for [the students] because by the end of the semester, they'll have had three instructors."

Stover received a phone call from Susan Taylor, associate provost and dean of academic resources, telling him of Dr. Lengel's death.

"They wondered if I could fill in for the rest of the semester. I thought about it, and said, 'Yes, I'd like to do it,'" Stover said. "I felt honored to be able to [teach the class]. I often thought it would be fun to teach at McPherson College, so this would be my first chance to do it."

While Stover met Dr. Lengel several times over the years, he did not have a lot of associations with him.

Stover is not new to McPherson College, as it is his alma mater; however, this is the first time he has returned for an extended period.

"It's an interesting feeling to look at a building that says the name of someone who was here when I was here," Stover said. "It's different to come back and see how many changes have occurred. Seeing how the spirit hasn't changed, I feel quite at home."

Stover graduated from McPherson College in 1940 with a double major in history and psychology. Following his graduation, Stover went on a scholarship to the University of Kansas, where he received a master's of his-

tory in 1942. He began teaching social studies at a high school in Cullison, but after about six months, he was drafted, and he served in the military for about four years.

Stover met his wife of 54 years, Enid, during his time in Wyoming when he did basic training for the military.

While in specialized training for the military, Stover took courses in European geography and French at the University of Iowa.

"I was quite pleased to be able to get back into an academic situation," Stover said.

Also during his military years, Stover spent some time in the Philippine Islands, working in the signal corps.

He felt "getting acquainted with another country, another culture, was quite useful." It was "my first trip across the Pacific. In fact, that was probably the first time I saw the Pacific," Stover said.

After the war, Stover returned to the University of Kansas and took a few graduate level classes until he began teaching courses in the social sciences at Garden City Community College (known then as Garden City Junior College). He taught for about ten years before he began pursuing a doctorate in geography from the University of Wisconsin.

While working on his dissertation, Stover also taught courses in geography at the University of Wisconsin in Milwaukee. He received his PhD in 1960 and continued teaching geography until he moved to Manhattan.

Stover started his teaching career at Kansas State University in 1964; he taught for 25 years. He first retired in 1989, but resumed teaching soon after because the university needed someone to teach one or two courses. Stover remained a member of the faculty until 1994, when he retired for the second time.



Stover

Interterm service shifts to disaster relief work in the Caribbean

Plans to build houses with Habitat for Humanity in Honduras over Interterm drastically shifted when Hurricane Mitch hit the country earlier this month. Extensive damage washed away roads and entire villages, prohibiting communication between the college and agency workers in Honduras. Since communication with Honduras has been disrupted, Dale Minnich, coordinator of the Interterm trip, has decided to reroute the class. Minnich felt that taking a class of students to Honduras would be more of a hindrance than a help because the damage was so extensive. Minnich contacted the Church of the Brethren

Emergency Response office, which invited the college Interterm class to become a unit of hurricane relief workers. The Church of the Brethren is currently doing relief work in both Puerto Rico and the Dominican Republic which were also hit hard by Hurricane Mitch.

"There is an awful lot of housing destroyed," said Minnich. "And so the service work that students will be doing in either Puerto Rico or the Dominican Republic will be rebuilding, painting, roofing and general repairs."

Students will also spend two days at the Heifer Project Education Center

in Perryville, Ark. for their orientation. After orientation, the class will fly to the work site and spend approximately 17 days rebuilding.

Minnich is sharing leadership



responsibilities with William Brow, Spanish professor, and they plan to spend the evenings discussing the local customs and lifestyle with local leaders.

With the switch in destination, came a change in the amount of work that students will be doing. Under the Honduras itinerary, students were scheduled to work half-days. But enough work exists in both the Puerto Rico and Dominican Republic projects to keep students busy for most of the working day. The cost of the trip also changed with the switch in destination. Expenses for the Puerto Rico or Dominican Republic

trip are lower than the Honduras trip. Costs are being subsidized by a special scholarship grant and by the Church of the Brethren office of Emergency Response/Service. Minnich hopes that this opens up possibilities for more students.

This Interterm has been refocused as far as destination is concerned, but not in purpose. According to Minnich, the need in both Puerto Rico and the Dominican Republic is apparent now more than ever, and McPherson College, he said, is excited about this opportunity for students to serve others.

EDITORIAL

THE SPECTATOR

Editorial Staff: Jen Bosserman, Becky Ullom, LeAnn Wine, Sarah Stover, Corin Blickenstaff, Melanie Byrd, Cheri Norsworthy.

Principles converted to action

The 12 students and three professors planning to travel to Puerto Rico or the Dominican Republic during Interterm should be commended for their willingness to serve. Seventeen full days of rebuilding, painting, roofing and performing general repairs is quite an undertaking.

As we all know, McPherson College's mission statement is to develop whole persons through scholarship, participation, and service. This trip is an excellent example of living out that mission.

Scholarship is usually thought of as class room experiences. These students will be receiving college credit through quite different means, however. Depending on their majors, students will obtain credit in either Spanish or a Global Intercultural Perspective. Instead of burying their heads in books and listening to lectures, they will have the opportunity of first-hand experience.

Their evenings are scheduled to allow time for discussing the local customs and lifestyle with local leaders. They will be living with and communicating with people of a different culture. That is probably the most perfect way to acquire new knowledge and broaden one's understanding of the world.

These few will participate in a cultural exchange. For a short while they will be a part of a society with different customs, different beliefs, different lifestyle, different advantages and different heritage. They get to see how others live and how others cope in a time of crisis. Participation in such a different country than our own proves only beneficial.

Of course, this trip also provides the service aspect of McPherson's mission statement. These students and professors have a willingness to help others. Such willingness and dedication is a learning experience all in its own. The personal gratification and the community closeness that will come from such unselfish service is truly a form of growth into "whole persons."

The Spectator staff applauds the participants in this Interterm trip for their venture to the tropics. It will profit them as well the entire student body at Mac as they grow into "whole persons through scholarship, participation and service."

The McPherson College

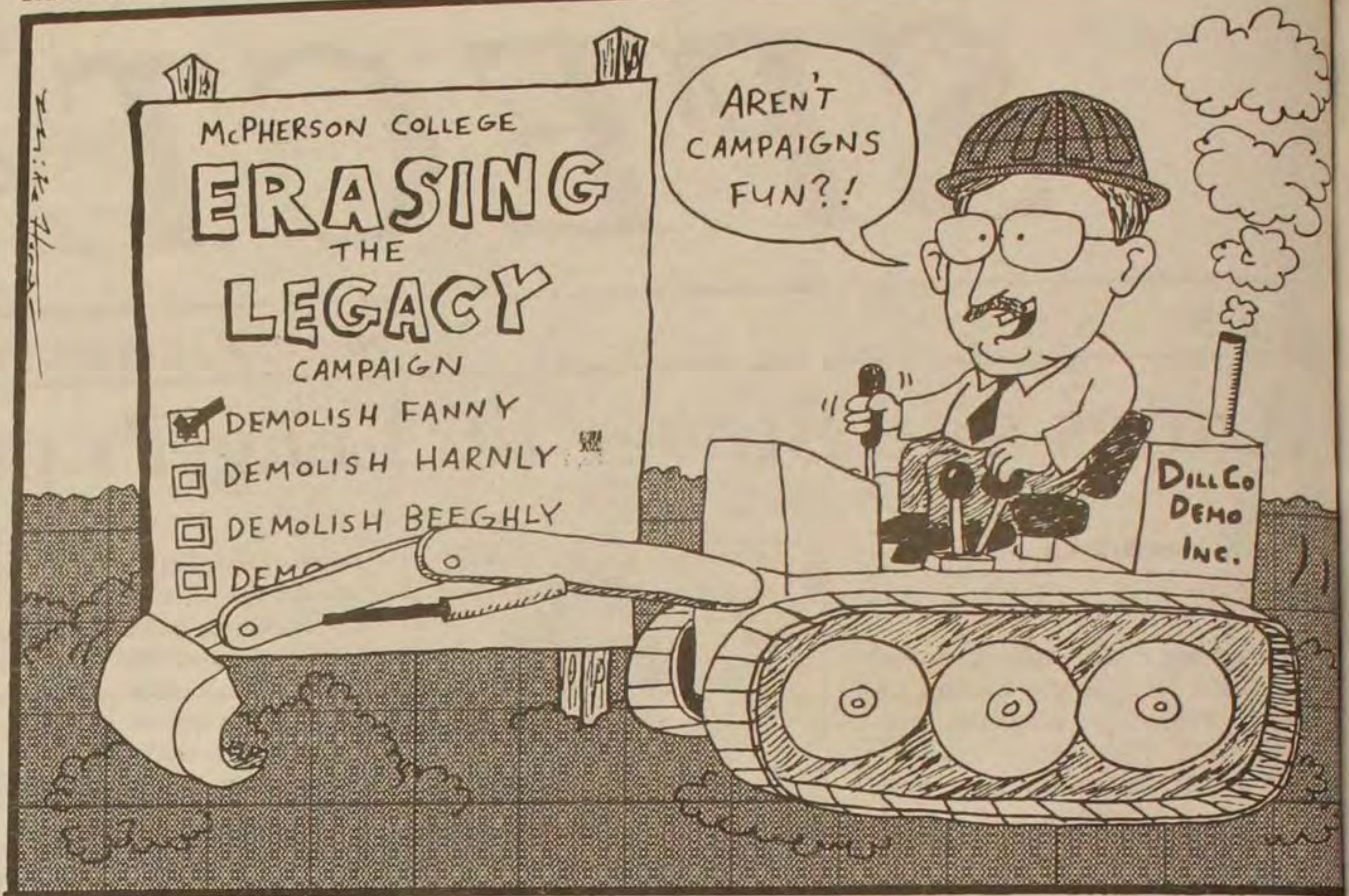
SPECTATOR

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McTOON



Thanks for carpet, soap and color

We only have two days of classes left till Thanksgiving Break begins, a definite cause for giving thanks.

As a service to all of you who are scrambling to finish papers or catch up on reading for pre-break tests and haven't had time to complete your annual "What I'm Thankful For" list, I'm going to share my list with you.

(No, this is not a Stover family tradition, but maybe it should be. We write Christmas Wish Lists, so why not?)

Find a yellow fluorescent highlighter (scented even?), and mark the items that apply to you as you go. That way when your Aunt Gladys asks you what you're thankful for, you won't have to stutter and say something incredibly lame like "Turkey?" Not that we shouldn't be thankful for turkey, but isn't that what your little brother said last year?

So here it is, Sarah's "What I'm Thankful For" list.

I'm thankful for...

- Color.
- Carpet.
- Musical harmony.
- Socks, for year-round sandals.
- Alphabetical order.
- Electricity.
- People.



On Her Orange Crate

SARAH STOVER

- People who write to the editor.
- Mountains.
- Soap.
- Silverware.
- Silence.
- Ink.
- Open space, if you just want to be.
- Paved roads, if going somewhere.
- Jokes, especially funny ones.
- Opinions, thoughtful and concise.
- Speech, uninterrupted.
- Sleep, uninterrupted.
- Interruptions.
- Thunder.
- Margins.
- Growth.
- Waterproof boots.
- Laughter.
- Lists.
- Zippers.
- Circles.
- Compassion.
- Taxes.
- The cafeteria.

- Diversity.
- Sleeves.
- Windows.
- Water.
- Whimsy.
- Pictures.
- Passenger seats.
- Visitors, unexpected.
- Sisters, tall ones.
- Weather, all types.
- Life.
- Bouyancy.
- Understanding.
- Constructive criticism.
- Curiosity.
- Morning sun.
- Afternoon sun.
- The chimney.
- Doorknobs.
- Clean water.
- College.
- Lightswitches.
- Warm car feeling.
- Instruction manuals.
- The U.S. Postal Service.
- Erasers.
- Cheese.
- The ability to stand, balance, walk, jump, laugh, dance, fall, cry, listen, think, heal, learn, lead, follow and give thanks.

LETTER POLICY

The Spectator's editorial pages provide a public forum for the campus community.

The following policy guides the publication of all letters to the editor.

■ All letters must be signed. Unless sufficient reason is given, the signature must accompany the letter when it is published.

■ Everything will be published within the limits of space, good taste, and the laws of libel.

■ To submit a letter to The Spectator, drop it in campus mail. The final deadline is Monday before the Friday on which a paper is published.

McTRIVIA

When was the Bulldog adopted by Mac as its mascot? Leave your answer in The Spectator's voice mail box, ext. 1115. (Hint: the inspirational animal was a 60 lb. white English bulldog named Ben.)

OVERHEARD

"I would throw my fists because I'm a human being."
-Dr. John Valusek, on what he would do if his family was threatened, spoken after his lecture on violence as a learned behavior.

MAC-ISM

McPherson College has had many interesting clubs and organizations over the years. Here are a few of the most unique groups who gathered for one reason or another.

In 1900, the Pie and Oleo Eaters, (who were Fanny residents, incidentally) only had six proud members. This group didn't have any official functions, but they probably focused on pie-eating.

The Metzler Salvage Crew's main function was to beat up on old cars that otherwise would have gone to the junk yard.

Man-eating trees invade



Flaming Bagels

JEN TAYLOR

Fall is in the air. Students are wearing jackets. Animals are scurrying around preparing for the winter ahead. The maintenance department is buzzing with activity trying to cut the grass before it dies, and **man-eating trees are attacking the campus by shedding their leaves everywhere!!**

Never fear! This year the college has taken great precautions against the sinister bunch. The most dangerous trees have been removed from the grounds. Most of these trees were old ones that could attack innocent freshmen. Recently, raging battles were fought and the ferocious beasts were tamed with chain saws.

However, a few such beasts remained, so the school came up with another idea! Enter the great American Rent-a-Fence company. No, not the Canadians or the Lithuanians, but the good old American Rent-a-Fence company.

The great American fence company has taken great precautions by fencing off trees in the most dangerous spots on campus. First they encircled the area between Beeghly and Metzler, thereby cutting off half of the campus. Never mind the fact that every pair of shoes you own is ruined by grass stains, because the effects of the killer trees are already showing.

Yes, these trees have started to eat Fahnestock Hall! It is a little known fact that fenced in trees will eat old brick buildings with lots of personality. You must also know, gentle reader, that sometimes in freak accidents the spirits of old trees will actually leave brand-new, lower quality buildings with no personality. Don't worry, however, these building will have brickwork to match the infamous gazebo, so they will look good in the viewbook!

What happens when only a few trees are left to be fenced in? Well, another example lies here on campus by the theatre where several living trees o' terror still reign. Peering through the chain link one can see restless trees sitting, doing absolutely nothing, besides providing much-needed oxygen for humans.

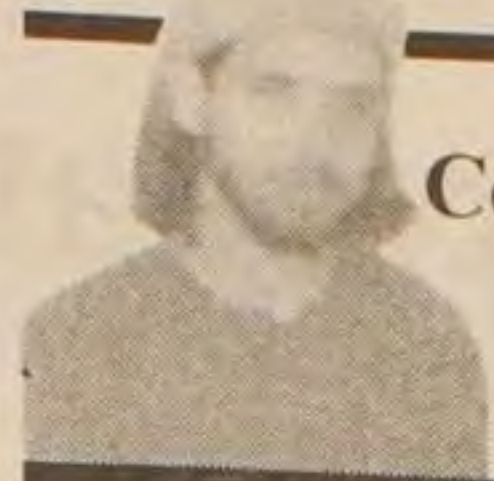
It is important to remember that any day now something could start happening with the trees in the area. Therefore it is critical that our campus look like a prisoner of war camp for the next year or so.

So be on your guard. Observe all trees for activity, and next time you run through muck on your way to class, take some of that extra time and thank all of those people who have so graciously thought of your safety this fall.

Learn life's "—isms" outside the classroom

America and pop culture in general have taken up the campaign of being politically correct and open minded. It is trendy to be accepting, and hip to be open to new ideas. Funny, the last person to come along and say we all should love one another and live in harmony got nailed to a cross for saying so. "Happy youth," "twenty something," "middle age," and "old n' arrogant" are all learning to open their minds. They are educating themselves on what it means to be accepting.

College educations are focusing more and more on being free of prejudice and on eliminating racism, sexism or any other "—ism" you can experience. All in all, you could get the same education by going to a selection of churches, synagogues and temples,



Cornerstone

PAUL LIEPELT

and all that education would cost you is a few charitable donations during the worship service.

The point was made clear by Ken Kesey, author of "One Flew Over the Cuckoo's Nest." He said, "It is fine to open one's mind, but once it is opened it is like a door that one can walk through repeatedly."

Where culture has gone wrong is

simple. Not everyone's door needs to be continuously opened, and a few "doors" may be more beneficial if shut. It seems to be hard for some members of this new movement to accept that some people are happy thinking for themselves, happy with their closed doors.

I have "—isms," and for the moment I am happily dealing with those "—isms." The problem lies in the fact that America can not come to terms with its "—isms." We kill ourselves in an effort to educate and try to convince kids that a world free of prejudice could exist if they believe in it. At the same time, we do not believe in it ourselves.

I have a solution to offer, and it's simple. Let's stop cramming informa-

tion down the throats of the educated. Let's sit back in confidence, as collective educators, knowing that we have done our job and that our students are informed. The peoples' minds are open and now it is time for those individuals to walk back and forth through the door and have an inner monologue with themselves.

Let's have them go to church without being pegged as religious fanatics, and let them go to a temple without being cast off as heathens. Let's let them think for themselves.

If my guess is on, the "—isms" will still be there. However, they will be recognized, and the truly open-minded individuals will think about making changes themselves. They just may succeed.

Russians love to learn, sing, eat and speak

Although many people think of vacationing when they hear about any European nation, it was with very different intentions that I found myself on a plane to Russia. Being a missionary made learning to live like the people a lot easier. Because we didn't have a lot of money, we lived in an ordinary apartment, with ordinary furniture, and ate ordinary Russian food.

For the first week, we lived off of "Hlyeb" (heavy, black bread), butter and sauerkraut. By the end of the first week we were beginning to feel adventurous, so we meandered through our market (a mile from our building) "to see what we could see." Many of mom's early culinary experiments were not the biggest successes, but we were grateful for the food! I think it took Mom about a year to learn what to cook and how to cook it, but only now after three years is Mom really learning how to cook like a Russian. (And I'm not around to get any of it!)

The thing I liked most about Russia's people is that they were so friendly. Sure, you run across those people at the bus stop who yell and scream and cuss at you for no other reason than



International Perspective

CALEB MAY

that you are human, but your friends are not above smiling brightly and running across the street to greet you when they see you.

We have a lot of close friends in Russia, and any one of them would give their lifeblood for us. When Russians made friends under communism they had to be very careful, because most everyone had some ties to the KGB. Almost anything could be interpreted as an act against the state, so they had to be able to trust their friends.

It took almost two years for us to make friends because the language barrier made it hard for us to communicate. A lady from church used to "speak" with my Mom by opening up her Bible to a certain verse. Mom knew the books of the Bible in Russian, and chapters and verses were easy, so she would open her Bible to

the same verse, read it, and then find another verse in her Bible in reply!

The language barrier is hard to overcome with any language. Russian has six cases of nouns and three genders, which only made things harder. I was blessed to have been placed in a class where most of my classmates spoke English. By the beginning of the second school year, I spoke Russian fluently and needed only to work on my vocabulary and grammar.

Being able to speak Russian helped me greatly! I did a lot of translating for Mom and Dad when they were trying to get a deeper thought across to their friends, and I was able to help everyone out with their grammar. If the grammar isn't just right in Russian, the meaning is lost!

One of my favorite things in Russia was going to church. We weren't able to go the Western Orthodox church, because they only have two services a year unless there is a funeral or a wedding. We did, however, get to attend their Easter service.

When we went to church, I enjoyed singing with the Russians in Russian. They still sing most of their songs in minor keys, which I happen to love. In

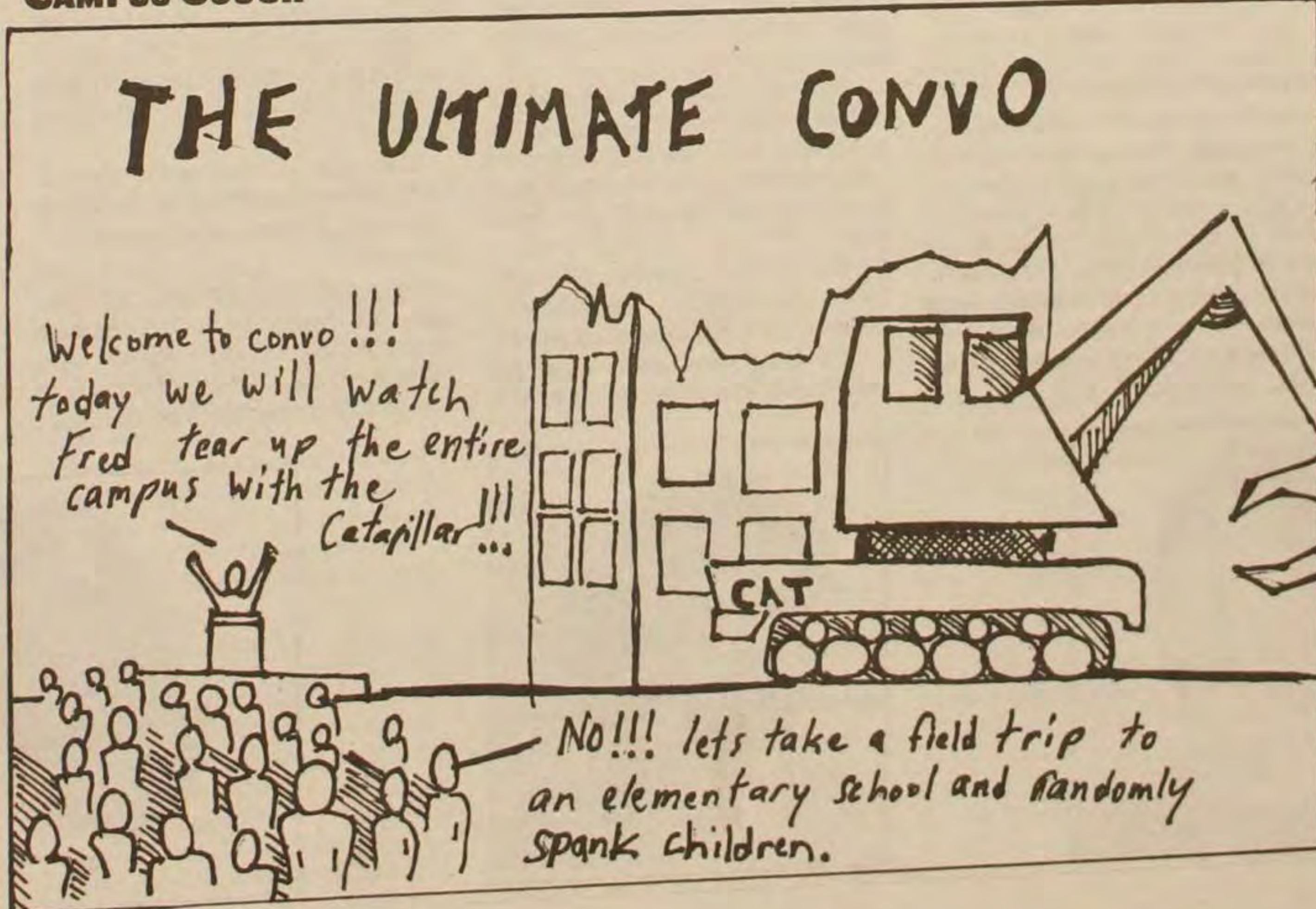
the newer churches, the songs are translated from English, but some churches actually have hymns indigenous to Russia. One reason for this is the religious persecution that the people lived under. As the church grew in Russia, many people began to write songs in Russian for their people.

Another thing I liked about Russia is that everyone below eighteen years of age is very intent on learning. Taking tests is another thing, but they love to learn! In fact, after sitting in regular classes for six to eight hours, they go to different, highly specialized schools. At these schools, they might take gymnastics, sports, or music. They stay at these schools for approximately another five hours. After all of this school-work, they go home and do homework for another three to five hours.

I really enjoyed living and learning in Russia, because I was no longer labeled a nerd. The fact that I loved to learn only made it easier for my classmates to accept me. I really miss my friends in Russia, and I am ecstatic that I will get to see them again this summer!

CAMPUS COUGH

BY TONY WALDRON



POETRY CORNER

On the Hill

On the Hill
long ago,
a man was
put to death.
Not for his
wrongs but
o u r s .

You see this man loved us so much that he gave of himself for us, that we may have everlasting life through him. He shed a lot of blood that day he was put to his death. If he was innocent why didn't he try to get out of it? Why? Because he loves us, loves us so much he stretched out his arms and died for us.

—by James Helton

Bratworst, resumes and real world business experiences educate approximately 70 Mac students

by Kim Steinert
Spectator Staff

McPherson College's most populated department, the department of Economics and Business Administration, currently boasts serving approximately 70 students.

What makes this department so popular? A variety of factors play into its success. A diverse and well rounded teaching staff is key. Variety in course offerings, extra-curricular support of classroom learning experiences, hands on training and passionate student- are also crucial to the strength of the program.

Dr. Lowell Flory, professor of business and economics, Dr. Jo Hayes, associate professor of business and economics, and Professor David O'Dell, associate professor of ac-

counting, share the teaching responsibilities of the department.

Students in this department are offered a choice between two majors, accounting or business administration.

Management, banking and finance, and international business are three areas of emphasized study that are open to business administration majors.

Opportunities in education, agricultural management and other combinations of interdisciplinary areas are also encouraged.

Not only are these students exposed to a variety of classroom settings, they also have numerous chances to apply their knowledge "in the real world."

The Business Club is very active on campus.

"The club strives to serve the entire student body of McPherson by spreading a wealth of experience and knowledge to one another by classroom fa-

cilitation, business tours, speakers, fundraisers, team projects, programs and outreach with real 'business' experiences. We open our meetings and activities to anyone interested in learning about the aspects of business," said Brian Cooper, president of the Business Club, sr., Tonganoxie.

A few of the on-campus activities that the Business Club sponsors include: an annual picnic, a resume writing workshop, formal dining experiences and mock interviews with community business owners. Professionals are also invited to club functions to expound on business issues.

"We as a club and department have speakers come and share their backgrounds on the business world and what we might expect to receive with our knowledge of business," Cooper said.

The Business Club also takes trips

during the year to places such as Chicago, Kansas City, Wichita, Denver, Oklahoma City and Dallas. The trips usually last three to five days and are partially paid for by club fundraisers, such as selling bratworsts and care packages.

"The trips are primarily focused on visiting businesses and learning how they function. There is also ample opportunity for sightseeing, usually organized but sometimes left up to the individual," Hutchison said.

In March 1999, business majors will have the opportunity to attend a career fair at Bethel College. Over 300 employers will be there, looking for and hiring qualified candidates on the spot.

What do McPherson students do once they graduate with a business degree?

"I hope to be working in a multinational company. Hopefully traveling

around the world building good relations and business contacts. I would like to go back to China with an American or Canadian company, but I'm not sure about a specific industry," Hutchison said.

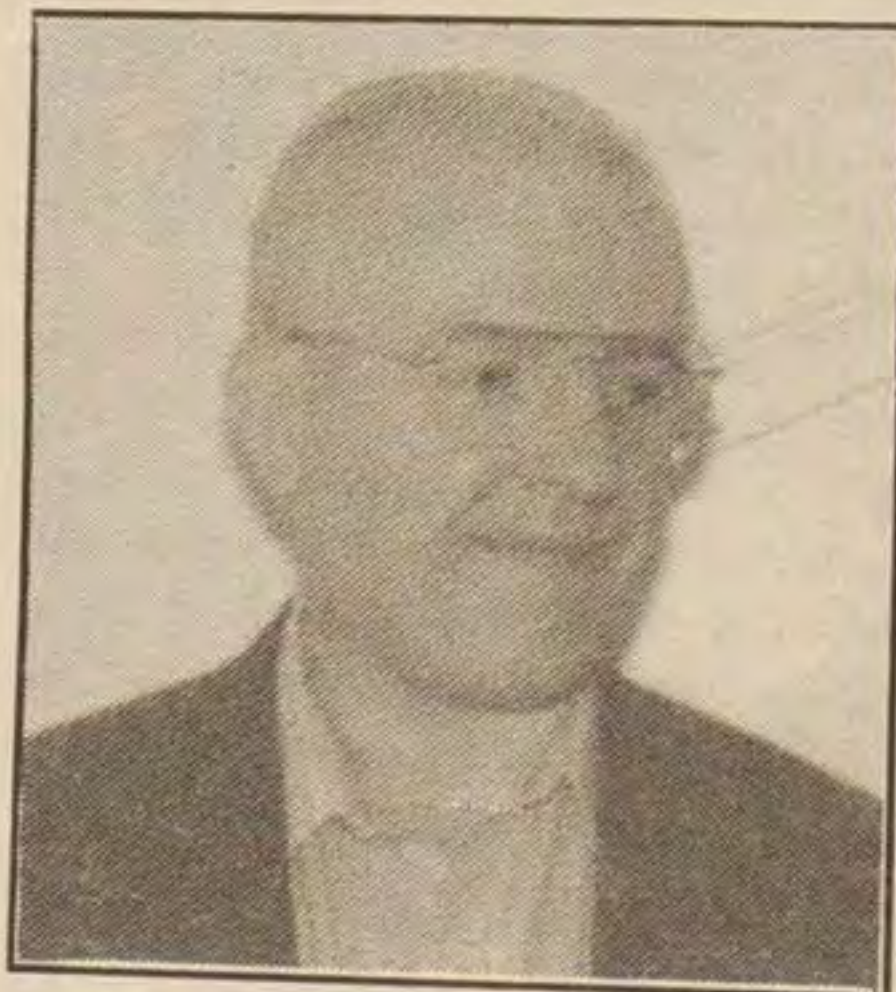
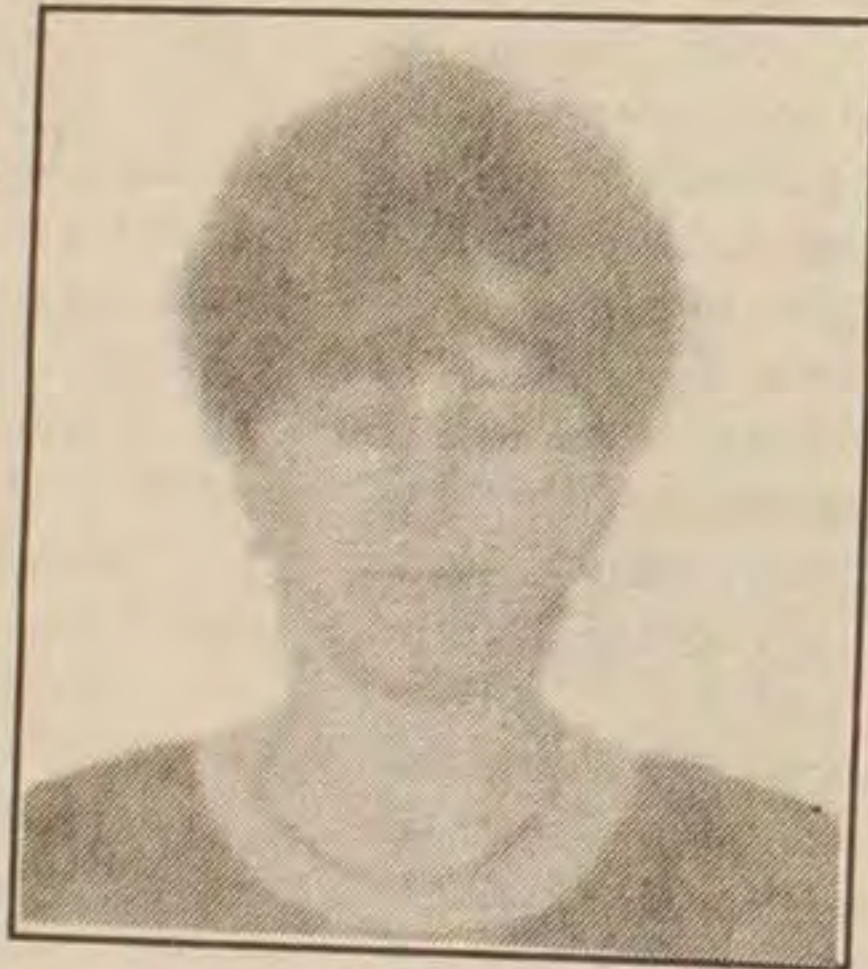
"I hope to become skilled or trained by a medium-sized corporation concerning the area of human resource management. I would like to eventually manage the human resources or personnel department at this corporation," Cooper said.

The McPherson College department of economics and business administration has many graduate success stories to point to, indicating thorough student preparation.

This highly populated and well structured major area should continue to author similar success stories about Mac graduates.

Not The Brady Bunch, but still family on Mac's campus

Right: Deb Wagoner



Middle: Dave O'Dell
Left: Rozalynn O'Dell



by Laura Parks
Spectator Staff

College is often a great chance to break away from parents, but not for all students.

A few Mac students have a parent on faculty. Both parents and students have made adjustments, but overall they enjoy "sharing the campus."

Jean Hendricks, director of church relations, is the mother of Shelly Hendricks, sr., Eudora.

Shelly appreciates the moral support from her mom, while Jean simply enjoys seeing her daughter often.

"If an upsetting situation arises, it's nice when my mother is available for me to talk with. This allows us to develop a new connection that would otherwise never occur. But I don't always want to have a mother on campus," Shelly said.

"I get to see her more often than I would otherwise. Now that she has grown into a young woman, I especially like visiting with her on occasion. And I can borrow her tennis shoes when I need to! I can create a few more memories for myself, seeing a bit of what her college experience is like."

Mark Godfrey, sr., McPherson and Aaron Godfrey, fr., share college with their mom, Winona.

"It's cool having my mom at the college. I like being able to talk to her in the bookstore. She is always there and sometimes I think my mom knows more about my life than I do," Mark said.

"She gives money [and] always knows my grades," Aaron reported.

How does Winona feel about all this? "It's really neat having them and their friends stop in just to say hi. It is

an advantage to know what's going on in their lives (concerts, plays, etc.)."

Rozalyn O'Dell, jr., McPherson, and her dad, Dave O'Dell, also bump into each other quite often.

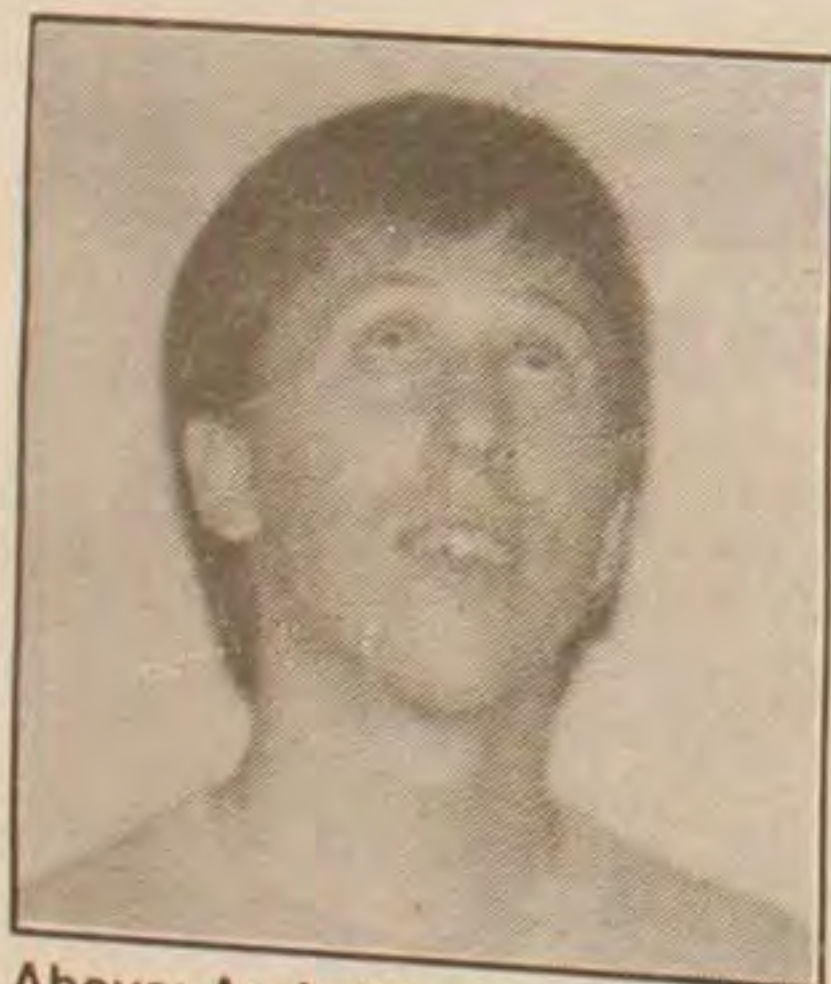
"There are positive and negative aspects of having my dad teach at the college. Sometimes my parents and I can meet for lunch in the Doghouse. That's a good thing! A negative aspect is when some students find out that my dad is a professor, they don't treat me real . . . they are fake," Rozalynn said.

"It's always great to see Rozalynn as she continues to mature into a young lady full of love and compassion," Dave said.

If you don't have a parent "on campus," the thought of having one here might be odd. Yet for some, the situation is normal, adding a new side to the "family atmosphere" on campus.



Above: Susan Taylor



Above: Andy Wagoner



Right: Ben Matthaei
Middle: Marylyn Matthaei



Left: Jen Taylor

photos by Cheri Norsworthy

The ULTIMATE Christmas gift for college students is not a car!

by Andy Ullom
Spectator Staff

As Christmas looms, many people start thinking about what to give and receive as presents. Those with a computer on their wish list (perhaps a McPherson College student) may need to pass some specifications on to Santa.

You and Santa should be encouraged to seriously consider buying a computer this holiday season because as Christmastime nears, computer prices may go down. Keep in mind that many experts predict that computer prices will increase in 1999 since everyone will be replacing their computers to fix the Year 2000 bug.

To connect effectively to McPherson College's network, Dwight Christie, head of computer services at McPherson College, suggests you pass along the specs in the box to the right to Santa, Mom, Dad, Grandma, Grandpa — whoever is most likely to spring for the single most important tool the modern college student needs.

Most of the major manufacturers sell basically the same machine for about the same price. The differences in the packages may be the types of software that come bundled with the machine. You may want to base your decision on which software bundle gives you the best deal. A software bundle is the software

that comes along with the computer. The basic bundle would be an operating system such as Windows 95 or 98 and no other software. A middle of the road bundle would include Windows 95 or 98, Microsoft Office Pro 97 or Correl's WordPerfect suite, and maybe a few games. The high end bundles may include games on CD's, an encyclopedia, and possibly some educational products on top of Windows 95 or 98 and Office Pro 97 or WordPerfect's highest version.

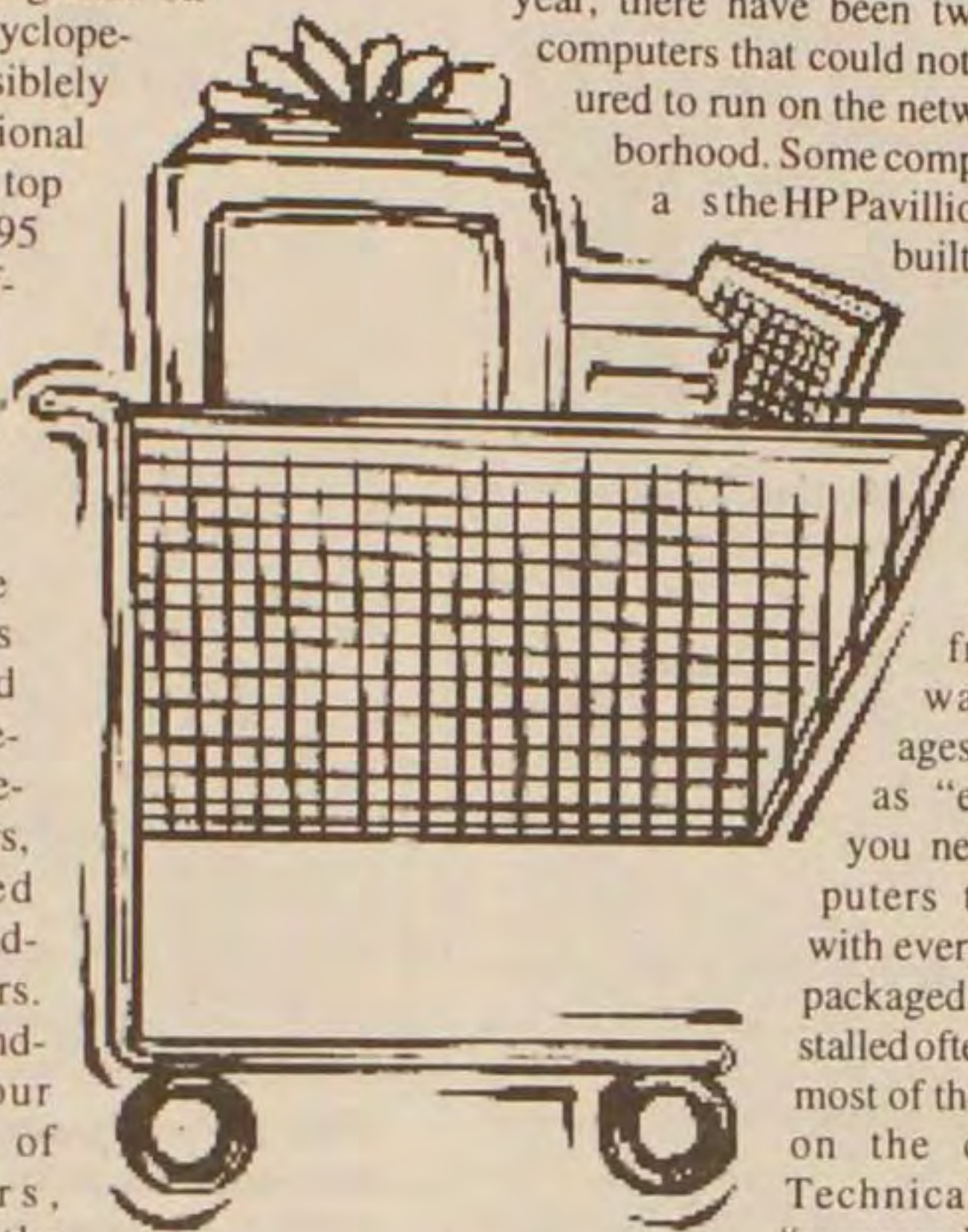
The three examples discussed above correlate to inexperienced users, experienced users, and advanced users. Thus, depending on your knowledge of computers, choose the bundle that you think you can handle.

The specifications to the right are just suggestions, but a computer with those specifications would provide for a McPherson College student's com-

puter needs. Christie stressed that it is important to check with the sales representative about using the computer you are going to buy on a network. In order for a computer to access a network, a device called a network card, not a modem card, must be installed. This year, there have been two or three computers that could not be configured to run on the network neighborhood. Some computers, such as the HP Pavillion, were not built to operate on a network.

Christie also suggested that students stay away from hardware packages described as "everything you need." Computers that come with everything pre-packaged and pre-installed often consume most of the resources on the computer. Technically, these "resources" are called IRQs. "IRQ" stands for Interrupt Request, and there are only 15 IRQs available on a computer.

If the computer that you are looking at purchasing appears to have a lot



“Keep in mind that many experts predict that computer prices will increase in 1999 since everyone will be replacing their computers to fix the Year 2000 bug.”

of "little extras" or "bells and whistles," then ask whether the "bells and whistles" can be removed. If so, the computer will probably better fit your needs. If not, the computer may still fit your needs, but it may take a little work with the computer to get everything to function correctly.

Technical jargon aside, you and Santa may be asking what the bottom line is. What should you expect to spend on a system with these specifications?

According to the Best Buy website, a 400 MHz computer currently runs around \$1500, but that is without a printer. A good color printer (non-laser) runs between \$200-\$300. Prices for a Pentium II 333 MHz machine range from \$1,500 to \$3,000.

For suggestions on what brand name computer you should buy, ask around friends and family who they have had positive experiences with.

Good luck, thrifty shoppers, and may the luck of Santa be with you!

- 1) Pentium II 333 MHz or higher (make sure that the motherboard is upgradable to a 100 MHz bus.)
- 2) 32 Mb RAM or higher
- 3) 3.2 GB hard drive or larger
- 4) 32X or DVD CD-ROM (DVD will allow student to view rented movies on their computer)
- 5) Sound card and speakers (an upgrade in this area could replace a stereo system in the room)
- 6) 15" or 17" SVGA Monitor
- 7) 4 Mb Video RAM
- 8) 10/100 Mb Network card (Twisted pair, Ethernet)
- 9) 56k modem
- 10) Color printer (a color laser printer is suggested)
- 11) Windows 95, 98, or NT (The college's network neighborhood runs through Windows 95. Therefore, to connect to the network, you need a machine running one of the three mentioned operating systems)
- 12) Microsoft Office 97 Pro (The college has adopted this desktop suite for all word processing, spread sheet, database, and presentation projects.)
- 13) Make sure that the computer is Year 2000 compliant. If it is not, do not buy that computer.

“Would you believe me if I said my dog ate my homework?”

Picture this: class starts and the teacher collects homework that you didn't do. As the teacher approaches, you rummage through your book bag, pretending to look for your assignment.

"Someone must have stolen it," you say, "it was in here when I left this morning and now it's gone!"

Haven't we all been in that situation at one time or another? Whether we use the ever popular "my dog ate it," or the inventive, "I was abducted by aliens," most of us have made excuses to explain why we didn't get an assignment done.

But you would never hear an excuse leave the mouth of a McPherson College student, right? That question might have provoked a chuckle, because it is common knowledge that the college experience creates perfect conditions for "excuse testing grounds."

For a moment, let's assume that Mac students aren't always prepared for their classes.

What kind of excuses might students use to try to provoke pity in the heart of a professor?

The freshman seem to have some basic excuses and strategies prepared. "My roommate locked me out of the room," says Katie Sue Nicklos, fr., LaJunta, Colo., said.

"This is my favorite excuse. I walk into class acting like I am dead sick. When class is ready to start I say to the teacher 'I'm sorry (cough, cough) I haven't been feeling well and I didn't get the assignment done. I understood it, but I just wasn't physically capable of doing it.' It works, I've already gotten away with it one time here," Rueben Segovia, fr., Tipton, Okla., said.

“I say that I had to go to a Huskers game.”

"I say that I didn't understand what the syllabus was asking me to do," Jacqueline Legros, fr., Port-Au-Prince, Haiti, said.

Sophomores tend to make up fairly lengthy explanations, hoping that the professor will be so overwhelmed by the complex story that he or she will excuse the student instead of asking for clarification.

"One day, I thought it was Monday when it was actually Tuesday, and I went to the wrong class. I couldn't figure out why no one else was there," Seth Good, soph., Hershey, P.A., said.

"I once used the excuse that my dog ate it because it really happened. I was on my way home from school on a windy day, when the bookmark that

I had written my homework assignment on flew out of my hands. My dog chased after it and when he caught it, he really did eat it," Jennifer Goetz, soph., Leavenworth, said.

What do juniors say when they are not prepared to turn in an assignment? The two juniors interviewed showed little creativity while creating their excuses. One student even setled for the shocking "honesty" strategy!

Andy Wagoner, jr., McPherson, tells teachers "I had diarrhea."

"I just tell the professor that I didn't have time. I had to pick something and that's the one that didn't get done," said Sarah Marie Hendricks, jr., South Bend, Ind. said.

As campus leaders, seniors are incredibly busy. At this point in their education, they are either too busy to think of excuses or have given up using them at all. Yet in a moment of crisis, one senior created an option that could be used.

"I say that I had to go to a Huskers game," Andy May, sr., Parsippany, N.J., said.

“It's on my roommate's laptop and I don't know where he is.”

The tradition of excuse making is not young. Students have given their professors excuses since the advent of homework.

Our professors at Mac can verify the occurrence of excuse making, as well as can share a few of the best excuses that they've ever received.

“One day, I thought it was Monday when it was actually Tuesday, and I went to the wrong class. I couldn't figure out why no one else was there!”

David O'Dell, associate professor of accounting, has received excuses such as "My homework was destroyed in an accident," and "I had to work."

O'Dell once received an assignment that was covered with oil. The student had been changing the oil in his car and accidentally spilled oil on the paper.

"I made him redo it. I don't know why he had his paper with him while he was changing the oil," O'Dell said.

O'Dell said that he usually doesn't have a problem accepting late work if a student has a legitimate excuse.

"But if it's the 17th time an aunt has died, I begin to wonder how big of a

family they came from," O'Dell said.

Dr. Herb Smith, professor of philosophy and religion, has not heard many odd excuses. However when students are ill, they will often call him with a strained voice acting like they are on their deathbed.

Dr. Tom Halliburton, assistant professor of English, says that students don't give him inventive excuses because he scares them.

Dr. Kim Stanley, professor of English and communications, once had a contest with her students to see who could come up with the best excuse. Here are a few examples of what they came up with: "E.T. took it home," "I had the left side of my brain removed," "My cousin in Pennsylvania is getting a divorce and I have to go hold his hand," and "My computer blew up."

She has also heard the excuses that "it's on my roommate's laptop and I don't know where he is," and "five of us are sharing a disk and I don't know who has it right now."

A student recently told Stanley that "My girlfriend stole my truck and my homework was in it."

Excuses affect every department, every professor, and even every student. Rest assured that the tradition of fine excuse making continues!

—staff writer Kim Steinert contributed to this report.



photo by Cheri Norsworthy

The Bulldog offense makes one of its last runs for the goal line in the 1998 football season, and continues to gain yardage against the Tabor Blue Jays, leading the Bulldogs to a 57-16 win.

Bulldogs close season with 57-16 win over Tabor; finish year at 5-5

Greg White

Spectator Staff

The McPherson College Bulldogs ended their 1998 season with a 5-5 record under first-year head coach, Steve Kazor.

After taking the reins of a program still in the rebuilding process late in the year, Coach Kazor and molded about 40 returnees from the 1997 version of the Bulldogs into one of the most productive offenses in NAIA and logged big wins over Bethel College and Bethany College. If not for close losses to Friends University, 42-41, and Kansas Wesleyan, 27-21, the Bulldogs would have tied for second in the KCAC with last year's co-champions, Ottawa University.

On the field, however, Ottawa showed the Bulldogs the level of play they must attain if they entertain championship hopes next year. The Braves handed the 'Dogs a 19-56 setback at home.

Ottawa subdued the Bulldogs with big offensive plays.

"Ottawa never sustained a drive. Every one of their scores were capped off by big plays," said line-backer coach, Alumu Baily.

Mac's offense had its lowest output of the season. Still recovering from an illness earlier in the week, unanimous All-KCAC quarterback Greg Mendez could not get anything going, and for the first time this season Mac's high-powered attack was up-ended, while the defense surrendered 400 yards passing.

In the season finale last Saturday in Hillsboro, the Bulldogs redeemed

themselves both offensively and defensively against Tabor. Mendez was able to find his favorite targets in both Matt Holtry, who raked in nine catches for 168 yards and three touchdowns, and Antonio "The Real Deal" Rael, who snagged five for 97 yards.

Running back A.J. Wilson added 78 yards for the ground attack. Mendez ended the game with 312 yards and six touchdowns in just three quarters of play. "Mendez could have thrown for much more, but we decided to take him out late in the fourth quarter," Kazor said.

"It was nice going out with a win, but the real satisfaction came from watching players like Matt run back a punt for a score and our back up quarterback make some nice passes," Kazor said.

Whether or not the Bulldogs pick up where they left off next year will depend in large part on the recruiting success enjoyed by Kazor and his staff.

Kazor heads off to Texas and Oklahoma this Thanksgiving break looking for new recruits.

"All we can do now is talk to players. It's late January or February until I'll know for sure who'll be a Bulldog," Kazor said.

All-KCAC Football Picks

First Team

Greg Mendez	QB
Frank Diaz	OL
Tim Weaver	Punter

Second Team

Matt Holtry	WR
Tony Rael	WR
Nate McLauthlin	Center

Honorable Mention

A.J. Wilson	RB
Kevin Steiner	RB
Andres Ruiz	TE
Dany Ramsey	OL
Craig Ramsey	DB
Greg Cure	LB
Jeremy Showalter	DL

NAIA LEADERS

Natl. Rank	Category	Name	Stats
#3	Individual passing	Mendez	301.2 ypg
#3	Team passing	Mendez	312.1 ypg
#4	Individual total offense	Mendez	320.5 ypg
#5	Individual receiving	Holtry	7.0 catches/game
#7	Individual receiving	Rael	6.5 catches/game
#8	Team total offense	Rael	452 ypg
#17	Individual punt return	Weaver	10.7 ypr
#18	Individual punting	Weaver	38.1 ypp
#19	Individual rushing	Wilson	104.83 ypg

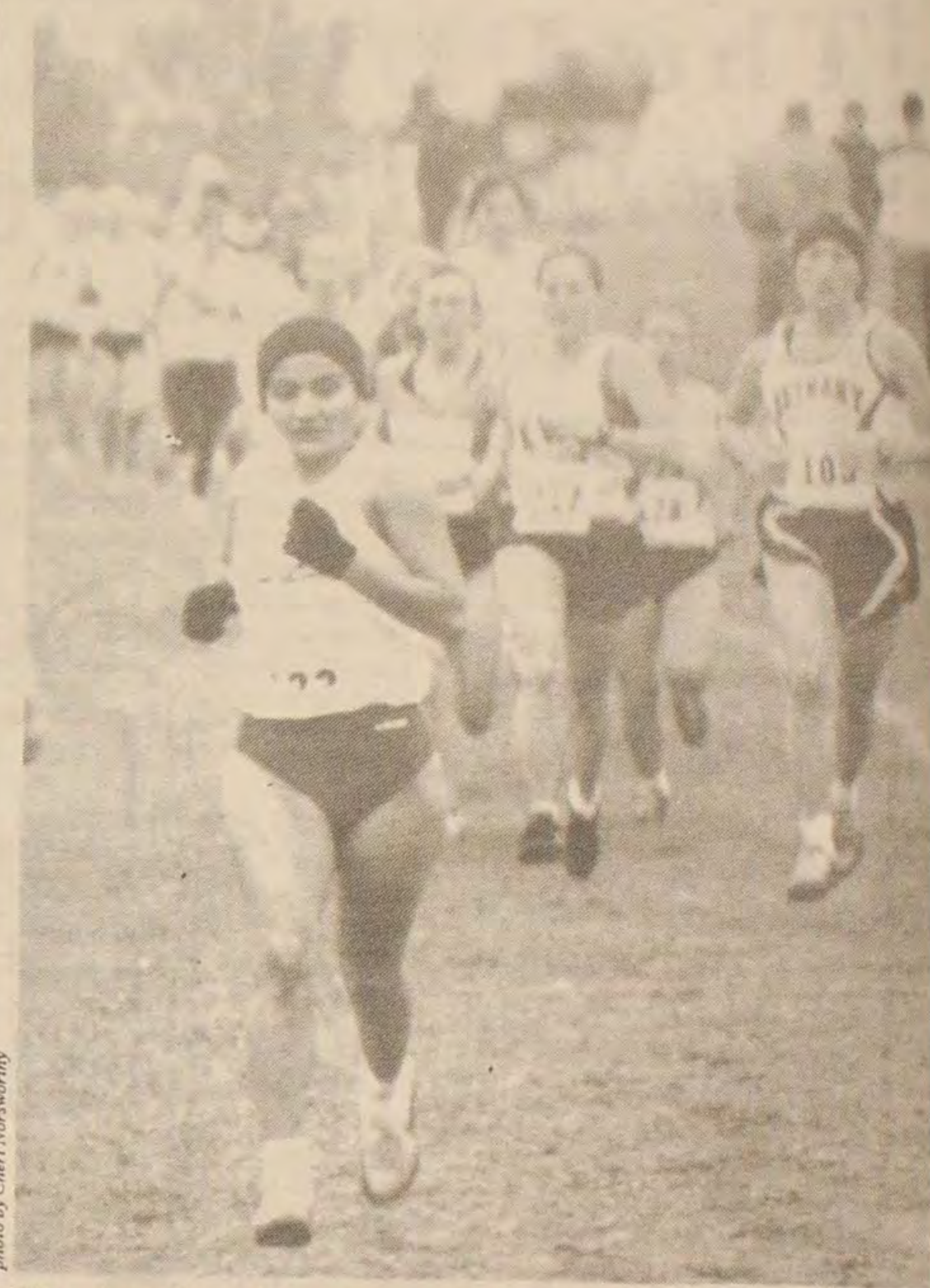


photo by Cheri Norsworthy

With strength and determination, Marisol Sanchez runs through the mud and on to the finish line at the regional cross country meet in Wichita, winning her a place at Nationals.

Sanchez makes Nationals; first runner in 22 years

Shelly Hendricks

Spectator Staff

Marisol Sanchez, sr., and first cross country runner to make nationals in 22 years will compete in the NAIA National Cross Country Championships tomorrow.

"Hopefully, I'll do my best, and I'll win," Sanchez, Hidalgo, Texas, said.

Sanchez will run against approximately 350 women in the five kilometer race. The competition will take place in Kenosha, Wis.

"I'm expecting this to be more of a learning experience," said Rob Lyon, men's and women's cross country coach. "This will only be the third five kilometer race she's done."

In order to qualify for this meet, Sanchez had to be one of the top five individuals at the conference meet at Southwestern College on Oct. 31. She finished the 5K race with a time of 21:34, making her the second individual to qualify for nationals.

"I felt surprised that I made nationals, and I'm happy that I'm going," Sanchez said.

According to Lyon, this course will be much more difficult than the Kansas courses Sanchez has experienced.

"The entire first half of the race is uphill," Lyon said.

According to Lyon, the winning time for the nationals meet will most likely fall in the high 17-minute range or the low 18-minute range.

"I felt surprised that I made Nationals, and I'm happy that I am going."

Sanchez ran cross country during her junior and senior years of high school, but this is the first season she has run for McPherson College. She credits a lot of her success and perseverance to Coach Lyon.

"He's a very good coach, and he kept me working," Sanchez said.

Sanchez qualifying for nationals helped Lyon meet one of the three goals he set for the 1998 season.

"In the beginning of the year, I had three goals. First, I wanted to have full teams. Second, I wanted our teams to beat another team, and third, I wanted to have someone qualify for nationals," Lyon said. "We had a full men's team, so we achieved two out of the three goals. I was pretty pleased with that."

For the 1999 season, Lyon has already signed one runner from Colorado, and he is recruiting other runners. Also, all of those competing for McPherson this year will be eligible to run next year. Lyon hopes to have full men's and women's teams next year. He encourages any current students interested in running to come out for the 1999 team.

Men take 4-1 record into the Mac Classic tonight

Melanie Byrd
Sports Editor

The men's basketball team is tearing up the court with its 4-1 record this season. And according to Head Coach Roger Trimmell, the men are steadily improving each game they play.

"We had a rough start against St. Gregory, but we have played better every game since. And now we are working as a team," said Todd Hague, fr., Cheney.

The Bulldog men played St. Gregory earlier in the season and lost 80-62, but they beat St. Gregory's 86-83 in the Tabor Classic last Saturday.

"I think this year looks promising," said Clay Haggard, jr., Lebanon, Miss. "We're ranked sixth in the conference, but I think we'll do better. Everyone on the team contributes, even those who do not start. We have a strong bench."

The Bulldogs take on Bartlesville Wesleyan tonight at 8 p.m. in the Sport Center. According to Trimmell, this is going to be a tough game for both teams. Bartlesville also comes into the match-up with a 4-1 record, and a Division I transfer player.

Trimmell said the Bulldogs will play a man-to-man defense. The Bulldogs hope to try and hold Bartlesville to one shot on each possession.

The Bulldog men may not be real big, but they are quick and can create basket opportunities off fast breaks.

"I think our early success is due primarily to our intensity and offensive execution," said Tony Waldron, sr., Great Bend.

"The men are becoming more comfortable playing with each other and are stepping up their defensive play," Coach Trimmell said.

"I can't wait to get the conference games started to see how we flow together."

Women undefeated with a 3-0 standing

Melanie Byrd
Sports Editor

The women Bulldogs have tipped off the 1998-99 basketball season with a 3-0 record.

"This is going to be a very promising year for the women's basketball team," said Dana Cordova, sr., Trinidad, Colo. "We're going to have a big impact on the conference standings. We have some really promising freshmen who are going to contribute greatly to the team."

The Bulldogs will play in the Sterling Classic this weekend, today and tomorrow. The women take on the College of the Ozarks out of Missouri on Friday at 2 p.m. This may prove to be a tough ball game for the 'Dogs, considering that the College of the Ozarks is nationally ranked and have scored 100 points twice this year. The Bulldogs then play St. Mary's of Leavenworth, Kansas on Saturday at 2 p.m.

Coach Wright felt his team played its most solid game against Mid-America in Oklahoma on November 12-14. The women won, 81-70.

Cordova scored 22 points and had

10 rebounds; Hillary Schubert, jr., scored 20 points and had seven rebounds; and Marisol Sanchez, sr., scored 16 points and assisted nine times. Wright also mentioned Julie Scheef, Dierdra Jones, and Jamie Howell as having solid games for the Bulldogs.

"A balanced performance was given from the entire team," Wright said. "I am impressed with the progress they are making."

The Mac Bulldogs also defeated Hillsdale Baptist, 66-63 and Southwestern Adventist University, 73-42 in Oklahoma.

"The girls basketball team has been working really hard in practice and we've started to play as a team," said Schubert, Crescent, Okla.

"I am very pleased with the effort the whole team puts forth and am looking forward to seeing where the rest of this season will go," Wright said.

"We're going to have a big impact on the conference standings."

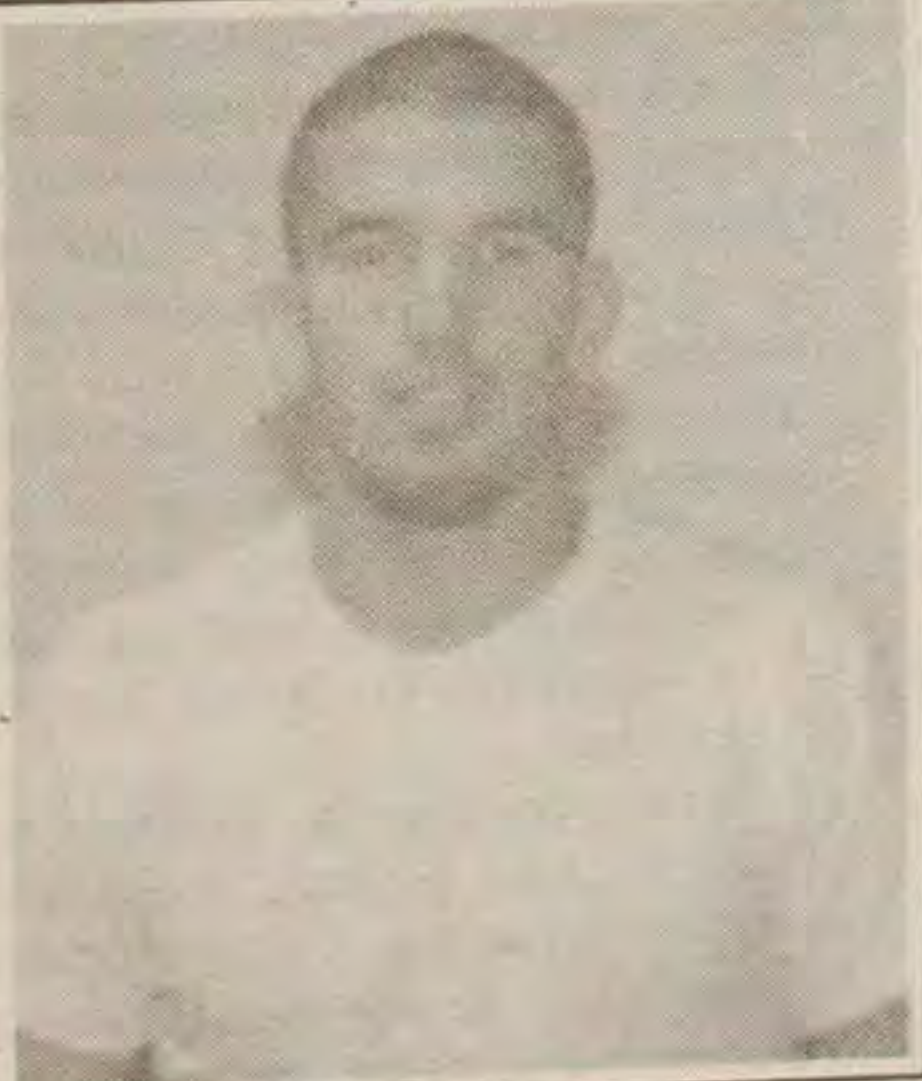


Elevated approximately a foot from the basketball court floor, Tim Hayden, fr., dunks the ball for two and celebrates by hanging on the rim.
photo by Cheri Norzworthy

ATHLETE OF THE ISSUE

The Spectator is proud to announce this week's Athlete of the Issue. Greg Mendez, jr., is the star quarterback for the McPherson College Bulldogs. Mendez was unanimously selected All-Conference quarterback for the 1998 season, and he was nominated for All American. Mendez has broken every passing record at McPherson College. He threw for over 3,000 yards this season.

"Mendez is a real intelligent young man on the football field," head coach Steve Kazor said.



Administration pleased with campaign progress

Development staff and President Dill have enhanced the college's legacy by \$8.5 million and continue to work diligently to raise money not only to match alumnus Harry Stine's \$10 million challenge gift, but also to meet a more immediately pressing \$1.75 million challenge grant from the Mabee Foundation of Tulsa, Okla.

The Mabee Foundation grant is contingent upon the college raising \$2.8 million by April 15, 1999. Mabee proposed the challenge on March 1, 1998, which gave the college slightly over a year to raise the funds.

"No doubt that we will meet the Mabee Challenge," President Gary Dill said.

Until the Mabee Challenge deadline on April 15, 1999, every dollar given to the college will result in \$2.40 for the college.

According to Knechel, if people want to help the college, now is the time. The college will need more than \$10 million dollars for the new buildings, and \$2.5 million dollars will be needed over the duration of the campaign to help balance the annual budget.

With Harry Stine's matching \$10 million, the potential impact of the Enhancing the Legacy Campaign is \$22.5 million to update the campus with state of the art facilities and increase the endowment for the 21st century.

Harry Stine, a 1993 graduate of McPherson College and owner of Stine Seed Farms, Inc., presented McPherson College with a \$10 million challenge gift in April 1997, and the college officially started raising

money to meet the challenge gift or July 1, 1997. Stine is matching and will continue to match all cash or cash equivalent gifts, donated to the Enhancing the Legacy campaign, dollar-for-dollar up to \$10 million.

"Harry Stine has been generous in his investment in the college," said Bob Knechel, executive director of advancement. "No college or university in Kansas, to our knowledge, has received this much money from a living alumnus."

The largest donations often come from companies and foundations, but all donations are important to the campaign effort.

"The hardest time to get donations will be closer to the deadline. That's when the real challenge is," Dill said.

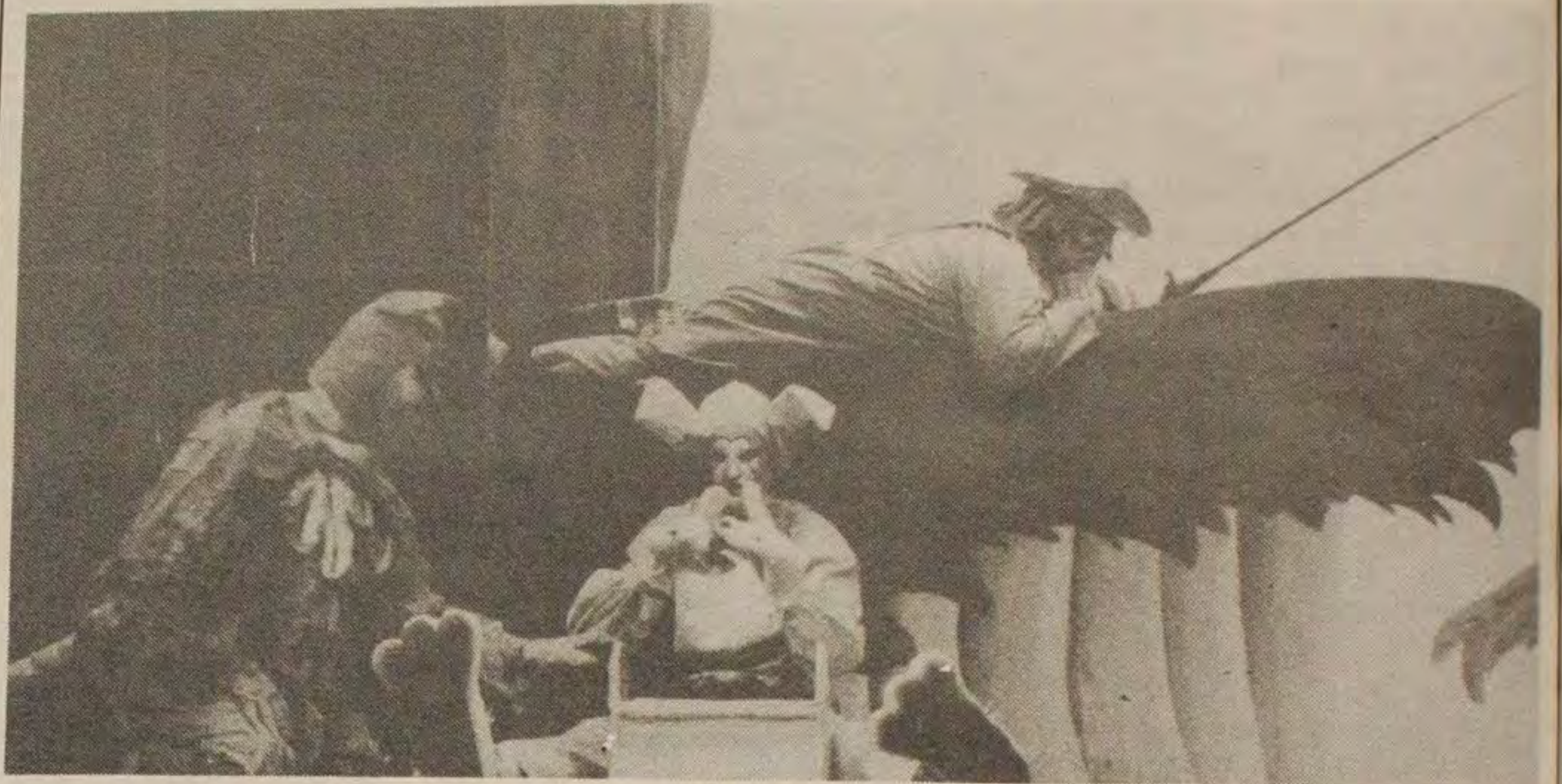
According to Jenny Williams, assistant to the executive director for the office of institutional advancement manager of development operations, the positive response from alumni and friends is much appreciated by the college and demonstrates the impact the college has made on its alumni and other constituents.

Between 25-30 area meetings are being held during the 1998-99 academic year in selected cities. All alumni and friends who live in the area are invited.

This past spring, six regional conferences were held across the country. The college invited potential major donors to the conferences.

Jill Clannin, *Spectator Staff Writer*, contributed to this report.

The tortoise, the hare and clueless humans



Above: The hare, played by Anna Arasmith, and the rat, played by Mark Godfrey, pilage through the fisherman's food, as he attempts to fish while nodding off to sleep in "The Great Cross Country Race" which was performed last weekend.

To the right: Elizabeth Stover, the rabbit, Raechel Sittig, the squirrel, and Courtney Irwin, the hedge-hog, appear perplexed as they examine the tortoise, an animal species that they have not previously met.



photos by Cheri Norworthy

Reasons for write-ups on MAC campus

Kim Steinert
Spectator Staff

Students know best that the most common reason for write-ups and a visit with the judiciary board is violation of visitation hours, but authentic reasons for filing an incident report occur as well.

Serena Hooker, jr., Hutchinson was written up three times in one weekend. The first and third incident reports were for being too loud.

"I wasn't even in the room when they were being loud," Hooker said, "I just happened to walk in right before the RA came in and I still got fined for it!"

The second was for being in the boys' dorm after hours. Will Posey, fr., Hokes Bluff, Ala., said, "I was in another person's room using the Internet and they had left to go to the club. Five minutes later a RA walked in and said he smelled beer, so he checked the room and I got written up for it. I didn't get fined though."

Thomas Austin, soph., Denver, Colo., and Jason Bayarena, soph., Victoria, Texas, both were involved in an incident report for climbing on the roof of Metzler.

Linda Barrett, Dotzour Hall RD,

said that there are usually a few incident reports in each dorm per week. However, the number can vary, according to what time of year it is.

"The beginning of the year usually has the most because a lot of people are unfamiliar with the rules," Barret said. "Right before breaks there are sometimes a few more because people are antsy to leave."

For the 1997-98 school year, 70 incident reports were written for visitation violations, 29 for vandalism, 25 for alcohol, 14 for fire code violations, 11 for smoking violations, 11 for community living violations, one inter-personal violation and one security violation occurred.

Amber Jauken, soph., McPherson, RA, remembers a funny incident. "I was told to check on a room because someone had heard guys in there (after hours). When I went into the room, the guys were trying to hide under the bed, but I could see their feet moving around."

Denise Norsworthy, soph., Clovis, N.M., RA, remembers the first incident report she had to write. "I was on desk duty at Dotzour and I saw three guys running around outside completely naked."

Other reasons students have received incident reports include driving through the gazebo and pulling pranks.

Judicial Council decides consequences

The Residential Judicial Council (RJC), which meets every Wednesday, is made up of eight voting members: the four dorm reps and the four dorm council presidents. The head RA's from Dotzour and Metzler serve as ex officio members who observe and hear first-hand what goes on at the meetings. The Resident Directors from Dotzour and Metzler serve as advisors to the board.

If someone receives an incident report, he/she will get a copy of the report and a letter notifying them as to when it will be heard by the RJC. From there, one may choose to appear before the board. If one is unable to attend the meeting, they may write a letter to be read to the board about the situation. If he/she does not respond at all, the chance to be heard by the board will be lost and they will make their decision using the information they have from the incident report. He/she will then receive a letter telling what the RJC decided and whether they will have some sort of penalty.

"It is important that people are responded to consistently and that the initial response is from their peers," says associate dean of students, Kathryn Whitacre. "That is why I think RJC works."

Applicant offered the campus ministry position

Becky Ullom

Co-Editor in Chief

The college has offered the campus ministry position to one of two applicant "finalists," nearing the completion of the search for a campus minister, which began last spring.

Carolyn Coon, the head of the search committee and dean of students, can not release more specific information until an individual has accepted the position, his or her interest and status in the process are confidential. Both finalist visited the campus this fall. While here, the applicants toured the campus and met with administration, faculty, staff and students.

"We hope to have a campus minister in place by the end of this semester, or at least by the beginning of next semester, depending on their individual situations," Coon said.

The process began when the college advertised the position as vacant and began accepting resumes. According to Coon, there were a satisfying number of individuals that joined the pool of applicants.

After the deadline for accepting applications had passed, the search committee began the selection process by evaluating the submitted resumes. The search committee was made up of

the following people: Carolyn Coon, dean of students, Laura Ells, assistant professor of behavioral science, Fred Schmidt, director of financial aid, Patty Flenthrope, student and Jamie Risser, student.

The search committee carefully screened applicants, noting whether or not the applicant has had experience with a small, church-related liberal arts institution. Counseling experience and dedication to the ideals and ministries of the Church of the Brethren were also attributes that the search committee looked for.

The campus minister will be a full-time staff member. The position calls for flexibility and availability due to the combination of day and evening hours that the job requires.

The campus minister is asked to direct and coordinate the religious life programs of Mac, as well as serving as a counselor for the campus community, especially for the students. Each spring, the campus minister will be expected to play a major role in the planning and implementation of Regional Youth Conference activities.

The job description indicates that the campus minister will be required to teach several courses congruent with his or her area of expertise and to support total campus efforts and programs.