

The McPherson College SPECTATOR

Vol. 83, No. 9

"Serving to inform a community"

March 11, 1999

Board approves \$2.1 million increase for new science building

LeAnn Wine
News Editor

The McPherson College Board of Trustees approved a \$2.1 million increase to the budget for the new science building and made other decisions directly affecting McPherson College students and faculty at its meetings last week, March 4-5.

The proposal to increase the funds allocated to the science building came to the board with full support from science faculty. According to Steve Gustafson, provost, the board did not take the proposal to increase the budget lightly, but because the proposal was thoroughly researched, the board passed it.

The faculty who will work in the Melhorn Science Hall planned the facility around the curriculum they wanted to follow. According to Susan Taylor, dean of academic resources, the budget was increased after consulting laboratory architects about the plans.

"The architects said we couldn't get what we wanted for the money we allotted," Taylor said.

The increase in the budget will allow the faculty to follow the curriculum of their choice, as well as allow for an increase in enrollment.

The annual presidential assessment was one of the last items on the agenda. According to President Gary Dill, this regularly scheduled assessment was more thorough than usual.

"I was asked to comment about the self-assessment I included in the trustee's booklet, then I was asked to leave," President Gary Dill said. "After about an hour they called me back in and expressed their confidence in me. They said they were glad I'm the president and commended me in the actions I took in dealing with complaints toward John Burden."

At each meeting, the board has the opportunity to evaluate the president and this was the formal assessment performed routinely each spring.

The board also approved the proposal to change the current three-committee structure of the board to a five-committee structure.

The board changed the bylaws regarding a board position. In the past an officer position titled assistant secretary existed. The position has been vacant for several years. The board changed the assistant secretary position to an assistant treasurer position. The person appointed to the new position will serve on either the Budget and Facilities Committee or the Endowment and Investment Committee.

The executive committee will oversee the transition into the new board structure. Dill expects the shift to be complete before summer. Board members were given the option to select the committee they would most like to serve on.

In other action, the board granted two faculty members tenure and two faculty members sabbatical. Also, one faculty

The Board of Trustees reviewed information about the John Burden case and released this statement.

"We, the Trustee Board of McPherson College, have reviewed the relevant facts including facts not made public and the applicable law concerning the current employment of Professor John Burden. We support the actions of the McPherson College Administration in this handling of the resolution of this matter."

Robert Wilson, Acting Chair
Phil Stover, Chair Elect

member was promoted. The names of the faculty will not be publicized until the full faculty is informed of the board's decision.

The board also elected Phil Stover, Quinter, McPherson College alum, to serve as board chair.

"The board worked hard," Dill said. "They had a lot of issues and made important decisions. Working with the board reaffirmed my commitment to serving as college president."

"The trustees have a passion for McPherson College. They want what's in the best interest of the students, staff and faculty," Gustafson said.

McPherson graduates donate \$2 million for science building



President Gary Dill recognizes Drs. Mark and Kathy Melhorn for their \$2 million donation at the trustee/faculty banquet.

A gift of \$2 million from Drs. Mark and Kathy Melhorn was announced at the trustee/faculty banquet on Mar. 4. The donation will be used for the construction of the new science building, which will be named the Melhorn Science Hall. The Melhorns graduated from McPherson College and wish to help improve the education offered to students.

"The affection and positive regard that Drs. Mark and Kathy Melhorn have for McPherson College is in-

credible," said Bob Knechel, director of development. "They want the very best resources for all who choose to study and work here."

"The value of an education at this school is measured in the success of its graduates and we are hoping this will challenge everyone involved with McPherson College to continue the traditions of excellence in education and the making of whole persons," said Drs. Mark and Kathy Melhorn.

Interior design major cut from McPherson College curriculum

Becky Ullom
Editor in Chief

McPherson College is closing its interior design program. The interior design major will be taken out of the catalog for the 1999-2000 academic year.

Current interior design majors will be able to finish their degree program at Mac, but no new students will be accepted into the program.

Concern about the strength of the interior design major was formally voiced early this fall.

"It became more and more obvious over the summer and the fall that the status quo of this program wasn't going to work in the future," said Wayne Conyers, associate professor of art.

Prior to the start of the 1998-1999 school year, Conyers and Kelly Frigard, assistant professor of art/interior design, produced a departmental profile addressing departmental strengths,

weaknesses, class availability, and human resources. Conyers and Frigard also produced a preliminary review of the interior design major, based on data collected.

By reviewing the information in these two documents, Conyers and Frigard decided to request a review of the program in September of 1998.

In October, President Dill appointed a review committee, consisting of Conyers, Rick Tyler, professor of speech/theater, Susan Taylor, dean of academic resources, Shingo Kajinami, professor of chemistry, and Jaymie O'Dell, sr., McPherson.

The committee studied data, met with consultants and looked at the many factors affecting the interior design major.

Looking to the future of the program and of McPherson College, the committee considered human resources, the financial situation of the program and the college, and several external factors.

The committee arrived at several conclusions.

"To produce graduates that are at the top of their field, which is very important to McPherson College, several things needed to happen to the interior design program," Conyers said.

According to Conyers, the interior design program would need to expand into a full department of its own. Mac would need to hire a minimum of two full time licensed interior design professors. Also, the program would need to have a minimum of 15 new students in the major to sustain the program. Thus, after four years, the interior design program would need at least 60 majors at all times.

"It could have taken between \$150,000 and \$200,000 to make the changes needed to make the program into what it needs to be," Conyers said.

Additionally, the state of Kansas is in the process of making it mandatory for all interior designers to be licensed, which would mean more stringent requirements for interior design programs.

"If we've got a program that is not

matching the reality of the working world," Conyers said, "we've got some tough decisions to make."

After considering all of this information, the committee unanimously concurred that the major should not be listed in future catalogs. The committee sent its report and conclusion to the Educational Policies Committee (EPC), who also unanimously agreed that the programs should be closed. The findings were then forwarded to the full faculty for a vote. Only one faculty member voted against the proposal.

Upon receiving the report, President Dill agreed with the committee's findings, making it official that the program would be closed.

"I know the freshmen felt put out at first, because they thought it would be a great program and now it's shutting down," said Allison Horton, soph., Inman.

Jenny Burgett, soph., McPherson, expressed concern about what will happen to younger students who still have

a large portion of their degree to complete.

"I hope that [the college] is willing to give us adequate resources and staffing even if [the college] has to lose money on the program these next few years," Burgett said.

"I feel like the college made the decision they had to make. It's disappointing to us, but they're going to see us through to the end," said Kathy Frantz, jr., Inman.

Gustafson and Conyers stressed that the decision was made with the "big picture" of the future in mind.

"We made the decision by looking ten years into the future and made the decision in the best interest of the students," said Steve Gustafson, provost and dean of faculty.

"This was by no means an easy decision," Conyers said. "It was not a flip of a coin. It was a decision made after careful thought and consideration."

EDITORIAL

THE SPECTATOR

Editorial Staff: Becky Ullom, LeAnn Wine, Sarah Stover, Corin Blickenstaff, Kelly Steiner, Cheri Norsworthy.

Student Government deserves kudos for efforts to renovate student union

Sleep is precious to college students, and those members of student government who gave up a whole night of sleep to work in the basement of Hoffman Student Union deserve a round of thanks and a long nap for their sacrifice.

Their action brings the focus on campus back to where it should be—on the student. Refinishing the basement of Hoffman Student Union is an example of students working together for positive change on campus, and all members of the campus community can enjoy the changes.

Although changes are not yet readily apparent to the passing student, anyone who spends time in the game room will notice that the walls have a fresh coat of white paint, and the columns that were once bright red are now gray.

The student meeting room will be especially useful. The room can be closed for privacy, and will not compete with other groups for space. The area will be designed by students to meet the needs of students.

What motivated these students to spend their precious, precious sleep time in a basement painting? Obviously they care about improving the campus environment.

That the only time to meet was through the night is an indication that these students are busy. They are involved not just in student government, but in other activities on campus. This makes their efforts all the more impressive.

Renovating the game room is a student led project in a high student-use area. A lot of thought, preparation and hard work went into the changes. The Spectator staff hopes the student body will treat the new game equipment with respect.

Student Government has every reason to be proud of their efforts in renovating the basement of Hoffman Student Union, and we should be proud of them.

The McPherson College

SPECTATOR

Vol. 83, No. 9 "Serving to inform a community" March 11, 1999

The McPherson College Spectator is an official publication of McPherson College, McPherson, Kansas 67460, under the sponsorship of the Student Council of the college. The Spectator is published six times a semester, allowing for the interruption of school holidays. Subscription information is available on request from the above address.

Advertising Sales Manager Nicole Phillips
 Business Manager Tyler Kerst
 Adviser Bruce Clary

McTOON



Columnist ponders column content

I have been writing a column for the Spectator for more than a year now. Every two weeks, 600-800 words packed with drama, suspense, and intrigue...where was I again? Right, my column. 600-800 words packed with...what?

I guarantee that this column will be packed. It's up to you to decide with what.

Ideally, I use this space to make some point about life. Not everyone understands the point, but that's my goal. Essentially I'm giving advice. So you read one column, you get one tiny piece of advice, you go on your merry way.

But by reading this particular column, you will not get just one piece of advice, you will receive a plethora of advice.

As a gift to you, today's column will include only the point, the advice, the root, of the many columns I could have written here today. You read one column and get the advice of a year's worth! Where else can you get such a deal?

For an extra-good time, try to imagine how each point could be stretched into a full-length column. And stay tuned to the end of the column for a special offer! (In other words, don't get lost in the middle and give up. If you don't think you'll make it, skip to the end.)

So here it is, an incredible once-in-a-lifetime offer, six columns in one!

Participate in campus life; run for student government.

Sort your silverware in the cafeteria and don't waste napkins.

Remember that gossip is destructive.

Don't be drunk in the dorm.

Say nice things to people, or at least smile.

Don't take the serving dish off the dessert bar unless you invite the whole cafeteria to your table to share.

Before we get to the superfabtabulous news waiting for you at the end, let's take a little time out for some column trivia. Just a little interactive challenge to keep you interested.

First, let's review. For those of you just now joining us, the title of my column is "On her orange crate." Here's the ten million dollar question: Who is



On Her Orange Crate

SARAH STOVER

Harry Stine? Seriously now, who understands the meaning of my column title?

Congratulations to those who have figured it out, and here's the skinny for the rest of you pathetic losers. (Sorry, being loud makes me feel rude...I mean, I'm not sorry at all you pathetic losers.)

"On her orange crate" is a take off of the phrase "on his soap box." I'm not a "he" and I don't have a soap box, but I do have an orange crate.

Now you ask, "Sarah, what is on your orange crate?" To find the answer to that you'll have to read my next column.

Now hold on to your seats because here comes the announcement you've been wading through all this to get to! No wait! Don't hold onto your seat or you'll drop the paper. How about—Grip the newspaper tighter and wrap your legs around the legs of the chair you're sitting in, because here comes some fall-out-of-your-seat news! (If you do fall out, release the paper and prepare to land.)

Are you in luck today! For a mere \$50, you could be the proud owner of an

autographed copy of the Orange Crate column of your choice. (Hey, if the artist in Friendship can ask \$500 for a chair, I can ask \$50 for a piece of newsprint.) Just write to me, care of me, and I will rush to your doorstep whichever column you decide has truly had the most life-changing impact for you.

Here's a rarely circulated fact: Orange Crate columns make great gifts. Buy them for your friends! For a limited time only, orders of 75 or more come with a complimentary fridge magnet.

Well thank you for reading, and stay tuned to the next issue of The Spectator, where I will astound you with even deeper thoughts on...the sound of silence.

(I had planned to write about silence this week, but blank space just has a tendency to fill up. Unfortunate, don't you think?)

POETRY CORNER

I See Something

I see something beautiful standing there before me
 I see something brave and something strong
 I see a lovely being confident in life
 I see a joyful spirit with nothing going wrong
 I see something honest standing tall and proud
 I see a loving heart never feeling cold
 I see a happy face smiling back at me
 I see bright blue eyes suddenly staring bold
 I see something there that I've never seen before
 I see a wild soul longing to be free
 I see a new person who was there all along
 I'm looking in the mirror and staring back is me

—by Denise Norsworthy

MAC-ISM

Throughout its years, McPherson has offered some interesting classes on campus. The list of classes includes: crayon drawing and wood carving (1890), ornamental gardening, poster design and home economics for men (1930s), reed basketry (1940s), and playground activities (1950s).

CAMPUS FORUM

Student body commended for convo behavior

The McPherson College student body deserves a word of commendation for considerate behavior during convocation on February 22. In a situation where small snickers and side comments could have become loud laughter and bold disruption, the group refrained and was largely quiet. Thank you for your tolerance and display of respect toward an older person (McPherson College alum) in an otherwise potentially embarrassing time.

—Jean L. Hendricks,
Director Church Relations

Students need to take responsibility in judicial process

I love McPherson College. I say that in reference to the automotive restoration program. I am challenged by the curriculum, I enjoy all of my instructors, and for the first time since fourth grade I actually like going to school. However, I do not like all the rules here.

Students do not have to live like this. The conservative, right wing, iron fist that runs this campus is a hindrance, and all who support it are only crippling the student who is looking for a life experience at college. One might suggest that it be written under our school seal, "McPherson College, producing the mid-west's most educated social retards since 1887!"

I suggest that students play a more active role in determining legislation of campus life. The concept of self-determination was used by another school I attended. With this concept, community code is of the utmost im-

portance. Your community is your room first, your dorm second, and those affected by your dorm third. The primary responsibility of the campus resident is to reach a personal agreement with their roommate on what the rules for their room should be.

A contract of your decisions should be drawn up to suit your dorm and signed by all that live there. Don't break the law, damage school property or put anyone out, and anything goes. If the whole campus agrees that every third Friday it's okay to set up a poker table in the center of the gazebo and smoke stinky cigars, then you can do that.

Granted, the system is not perfect, but it sure is more positive than disciplining students for rules that some *intangible force crams down our throats*. And yes, we will still have those that break the very rules they helped establish, but certainly less than in the current situation.

Self-determination helps people grow up, and that is what college is all about. After graduation no one is going to mandate your quiet time, tell you whether you can have a girl in your room after midnight, or what meal plan you have to be on. You are independent, and if you let the current system stifle your growth as a decision-maker, you will hit the real world with retarded social skills.

Why haven't I done anything about this? Why haven't I championed my position publicly in an effort to change things? Because I am a lame duck. It would take years to see a change in campus legislation. I am only going to be here months. Hopefully my letter will inspire some ambitious freshman to grab the reigns of all the dissenters, organize them in a positive manner, and bring McPherson up to speed.

—Kevin O'Grince, senior

German experience leads to "happy end"

The night before I left I forced a large group of my friends to stay up with me. Eventually all of them drifted away, leaving me to be by myself for the last time in my own country for an entire summer. I was terrified.

The next morning, loaded with iced cappuccino, I embarked to Germany by myself. I had no idea if my friend Annika would be waiting for me at the airport, or if she would be able to house me for the week before my host family for the summer was to have me.

My plane was delayed in the Detroit airport for five hours, and I would have totally freaked out, but sheer exhaustion kept me from panicking. I slept the entire seven hour flight to Frankfurt, and it was only when the plane hit the runway that I remembered. I hadn't spoken a word of German in a good six months, and I hadn't studied it for a year. Armed with only a dictionary and a traveler's phrase book, I entered the German culture.

I had visited Germany on choir tour 1995, but to live there as I did this summer was a completely different experience. Struggling with a language can completely change your personality, especially if you talk as much as I do around here. I could understand perfectly at times, but talking was something else. I became vulnerable and sheepish, traits of myself that I deplore.

My German grammar was horrid. I always found myself apologizing for it. There are, approximately 80 different ways to say the same thing, but still I chose the wrong one. If I wrote a note to my host family to tell them where I was, I wrote in fragments, and sometimes drew pictures. (Of course I do the same thing in English, just ask my poor roommate.)

Before I left for Germany, I was wailing over my lack of German and a friend pointed out to me that "every German speaks English." I wanted to



International Perspective

JEN TAYLOR

slug him for his comment, but it does have a little bit of truth to it. English is everywhere in their society, from phrases like "home sweet home," to "happy end." (I pointed out numerous times that "happy ending" is grammatically correct, but they didn't seem to take to my advice.)

Germans are bombarded with English in music and other bits of pop culture. One guy I knew had seen "Pulp Fiction" in English a few times, so whenever he saw me he would say, "Doo you know what they call a quarter pounder in France?" It was humorous the first few times.

My experience last summer was all in all very good. To me, the most important thing you can do when living in a foreign culture is to make a few good friends. My friends helped me to know that I really wasn't as slow and stupid as I sounded. Having close friends will give you the difference between knowing the culture you see in Oktoberfest, or how people really live. (Yes, Germans drink a lot of beer and eat more cold cuts and butter than I've ever seen, but nobody goes around wearing lederhosen, except during holidays.)

It takes a strong individual to leave his or her comfort space and learn about others. If you do travel abroad, have an open mind and try to see how people really live in the new culture. If you do this, I can almost guarantee that you'll want to go back and experience other cultures.

"Angel" gives strength



Cornerstone

MAN'E AVILA

My sister Angel has really made a difference in my life. She has helped me through the worst of moments and provided support through the best of moments. I don't think that our relationship would be so strong had I not been seriously injured.

When I was 12 years old I was riding a bicycle and was run over by a pick-up truck. I ended up breaking both collarbones, some ribs, both shinbones in my right leg, my right knee, and my pelvis. I refer to this as my time for growing pains, but actually I was the pain.

For the next six months, my brother and my sister were my legs. I was bed-ridden until my collarbones and my pelvis healed. My leg took almost six months to heal because I shattered both bones and was missing a little more than an inch and a half of them. The doctor told me the only thing that would save my leg would be an experimental device called a "Hoffman Device." This required the doctor to drill six four-inch screws into my existing bone and add an additional piece to keep the bone apart so that it would grow back together. At this point I was about ready to give up on walking, but my "angel" provided the help I needed.

The following six months were difficult, but my sister forced me to keep going and to keep hoping. She helped me enjoy the one thing I have always loved—soccer. She requested that I teach her how to play. Although I was able to use crutches, I spent a lot of my time confined to a wheel chair. My sister would help me get outside, and I began to lead her through the different skills. She was a quick learner, and teaching her made me realize I wanted to coach soccer in the future.

Those six months were bearable because of her, but after that things got even more difficult. Before the doctor removed the Hoffman device, he told me I would never be able to walk correctly again, if I could walk at all. I lost all hope, but my sister believed in me and gave me faith to prove the doctor wrong.

I did walk, but then he said that I would never be able to run again. My sister assured me that if I had done it before, I could do it again. I did. In fact, I was back playing soccer eight months after my accident. I returned to my soccer club just in time to win a national title. Returning to soccer meant and my sister witnessed it.

My greatest accomplishment though, was to be able to play an entire year of college soccer before my career ended due to a major knee injury. I regret that my sister never saw me play college soccer. I hope to be able to play again someday when my sister can be there to enjoy it with me, which was what she wanted all along.

Student speaks of campus racism from a personal viewpoint

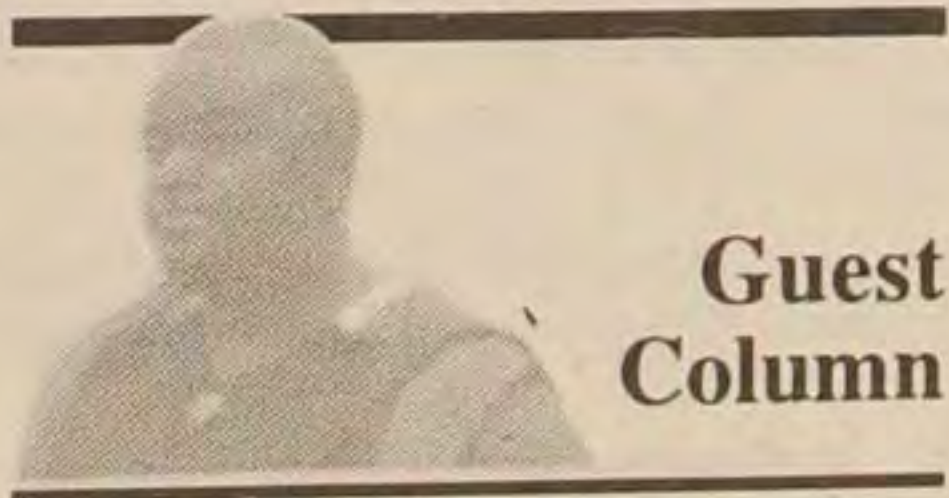
Oh my God, I'm black.

This is nothing new to me, but residents of McPherson, and basically of America, make sure I don't forget it. I really try not to think about why I'm black or even if I am a good example of a black male.

Experts say that young black males are an endangered species. I don't see any naturalists going back to my neighborhood trying to repopulate my friends and me. There are no federal laws stating that we are under some sort of special protection. To me we are not an endangered species. Rather, we are considered armed and dangerous. We are portrayed as thugs and hoodlums with baggy pants and heavy jewelry, riding around in gangs calling women bitches and hoes as our gold teeth glimmer in the streetlights.

My idea of a black male is someone who, first of all, knows that he is black. He has to fight for the right to try to have a simple life, which is hard as hell to live. He deals with the pain and struggle of figuring out that we don't all start the race from the same starting block.

I can only talk from my experience and what this campus has shown me



Guest Column

DAMIAN HARRIS

about the ideas it has about my being here. There are a variety of students here. Some come from highly populated cities, and others come from towns of only a few thousand, if that. This broad spectrum of people has a wide spread of what they consider right and wrong, and how they deal with it.

We don't make the right choices all of the time or completely think through the things we do and say every moment of our lives. As maturing adults, we are expected to make mistakes, and with these mistakes we have to accept the responsibility of the resulting actions. We will either learn from mistakes or just keep on making them.

One of the biggest mistakes we dealt with here on campus was the racial propaganda that was spread last year. It

caused tension between not only the white and black students, but also between the black students themselves. Racism stood in front of our faces on campus.

Were the ideas of the propaganda the ideas of everyone on campus or just a few? Would we have to start watching our backs and our possessions to make sure that we wouldn't be in any danger? Would we have crosses burning and "nigger" scrawled across our doors? We wondered if anything further would come of the incident.

Right after the incident, even with people trying to work the issue out, tensions mounted. The group discussion was swamped with people saying how sorry they were, and trying to figure out what to do to make sure it didn't happen again. After group discussions gave students a chance to express themselves and to try to understand what had happened, the incident quickly died down.

The big answer is to do away with racism, hate, and prejudice on this planet. The answer for myself was nothing. Prejudice is alive and well in America. It has been around for a long time, and

it seems it will be here till the end of time. The best thing that happened for our campus was that we moved on.

I don't look at myself as a minority but as an exception. In the same way, I don't look at racism as something that is going to haunt and destroy my life, but rather as a tempering stone to make me more durable and resilient.

Racism allows me to know that if I don't fight, I won't be satisfied with what I'm given. If you wait around for what people give you, you'll find out that they won't give you much. No matter how many classes people go through or how many speakers come in to speak, the problem won't be resolved. The fact is that we don't have the desire to try to sit down and take everyone as an individual on this campus.

To tell you the truth, I don't know what can be done to stop racism and prejudice. If I did, I would be able to do what Dr. King, Gandhi, and even Mother Teresa were not able to do. I'm not that wise or that patient yet, but I think that's what it will take to end all this. Patience, tolerance, a need to find the individual and the education to make the right changes can end prejudice and hate.

Students trained to practice emergency medicine

Cheri Norsworthy
Spectator Staff

Three students at McPherson College are certified emergency medical technicians (EMT); Mark Godfrey, sr., McPherson, Kori McGowan, sr., Dighton and Jeff McPherson, sr., Hotchkiss, Colo.

The first basic level EMT class is a five-hour class, but students met for four hours two nights a week. According to McGowan, they learned all the basic life saving techniques. Some of the skills they acquired were taking vitals, putting on a c-collar, using a spine board, learning CPR, putting on leg splints, airway management and diagnosing degrees of burns.

The next level class is the EMTI. This three-hour class builds on the skill of the first class by specifically teaching how to do injections. Students learn how to give IV's and how to draw blood. They have to practice on each other in class.

"I would rather have someone stick me than have to stick someone else," McGowan said. She also said that sense she was the only girl in class, the guys didn't like to stick her.

McPherson experienced the other side. "I have good veins, so whenever someone was having a problem, the professor told them to try me," McPherson said.

After students complete the class, they must take a state board exam to become certified. The exam consists of a written part and a skills test. Students must demonstrate that they can perform

all of the skills that they have been taught.

"It is a nerve-racking experience, and I had to take it twice," Godfrey said.

There are three levels of certification. Each level requires a state board exam. The first is basic EMT certification. One step advanced is EMTI. The last certification is the EMTID. The last certification requires that students learn how to use paddles to shock patients. McGowan, Godfrey and McPherson each have the first two certifications.

After students get their certification they can choose to go on a reserve program. A reserve program is part-time training. Godfrey is currently in a reserve program. He must put in at least eight hours a week volunteer time of riding in the ambulance. The training is over after students have completed 90-hour probation period.

The ambulance service consists of three crews. Each crew has a captain and five to six other members on the team. Two to three ride in each ambulance. Godfrey is only part-time so he works with all of them.

"You have to learn how each crew does things and try to remember that when working with them," Godfrey said.

Godfrey usually drives the ambulance. He said that in bad cases, crews like to have two experienced paramedics in the back taking care of a victim.

"It's a lot of responsibility when you drive an ambulance. You have to watch out for everyone. If anything bad happens while you are driving, it is your

fault," Godfrey said.

When not in the ambulance, Godfrey spends time at the station honing his EMT skills. He keeps up his reading and goes over practice scenarios with co-workers.

"Sometimes they set up mock disasters, and we have to respond as if it were real," Godfrey said.

Godfrey chose to become a certified EMT because he feels that it will give him an edge when applying to medical school. He does not know if he will continue to pursue this interest and become a paramedic, but he is enjoying it while he does it.

"You don't know what you're getting into and that's the best part about it," Godfrey said.

The skills students learn from EMT training can also open doors to other opportunities. Besides occasionally riding in the ambulance, McPherson works at the hospital as a phlebotomist. He draws blood from patients and does lab work on the blood.

Not everyone chooses to work in the field and use their skills on a daily basis, however. McGowan is an elementary education major and hasn't worked as an EMT since she was certified. She feels that her skills will be very useful as an elementary teacher.

"When a child falls off the playground and hurts himself or if someone starts to choke on her lunch, I will be there and able to help them," McGowan said.

For anyone interested in a challenge or medicine, this might be a class worth taking.



Mark Godfrey, one of three Mac students trained as EMT's, stands near the ambulance that he drives.

photo by Cheri Norsworthy

Continuing education center in Milwaukee supplements McPherson College's educational opportunities

Shelly Hendricks
Spectator Staff

Imagine walking around Milwaukee, Wis., and seeing McPherson College sweatshirts on people who've never set foot in Kansas.

Those same people own other McPherson College memorabilia too, such as coffee mugs. Such people are probably involved with the McPherson College Milwaukee Center.

The McPherson College Milwaukee Center is a major portion of the college's continuing education program. Essentially, the Milwaukee Center allows teachers to take classes in Wisconsin, but they receive credits from Mac.

"McPherson College has a wonderful opportunity to appeal to non-traditional as well as traditional students," said Jim Haritatos, director of career services and continuing education. "It's a wonderful opportunity to help individuals meet their educational goals."

According to Karlene Tyler, associate dean for student enrollment services, the college's continuing education pro-

gram was developed in the late 1970s under the administration of former president Paul Hoffman.

"The college saw a need for this type of program," said Susan Taylor, associate provost and dean of academic resources. "We saw an opportunity to get involved, so we did."

While continuing education is available for anyone, "Usually it is thought of for people who already have a degree and want to stay current in their field," Taylor said. "Sometimes its use is broader than that, and anyone can take advantage of it."

When the college began its continuing education program, it established various centers around the United States that would provide courses mainly for teachers. Those teachers earn post-baccalaureate credits, which are credits received after a person has a bachelor's degree, but they are not considered graduate level credits.

"The idea is that these courses are for teachers who already have a degree and want to take courses that would make salary increments," Tyler said.

McPherson initially contracted with a business to handle all of the registering of classes for the continuing education centers, which were located in places such as New York and Arizona. However, under the old system, the college wasn't able to have direct control over the courses offered, and it wasn't moni-

tored well. By the end of the 1980s, the college took sole responsibility for the centers, which allowed it to better monitor student enrollment.

As state laws changed, many states required that teacher's continuing education credits come from a graduate program, which McPherson College cannot offer. Wisconsin currently does not have that mandate so the college was able to retain its program there, although it is now the only one.

In 1991, the college closed down all other programs except the Milwaukee Center. The State Department of Education in Wisconsin has direct control over what is offered. This way, it does not matter if a course is not a graduate course — as long as the department approves the content.

The McPherson College Milwaukee Center is starting its 24th year. The program offers three credit hour programs that last one week. It provides three weeks of summer offerings.

The school offers summer courses such as "The Holocaust: The Forever Lesson," "Coping with Difficult People," "Current Trends in Sports Medicine" and "American Indians: History and Culture."

In the hands-on program, teachers develop curriculum in the courses and then take them back to their classroom.

"McPherson has a high reputation in Milwaukee for providing practical edu-

cation for teachers," Haritatos said. "It's a wonderful program. The students have a lot of enthusiasm."

Each summer, McPherson College serves about 1,200 students through the Milwaukee Center program. Students have their choice from approximately 70 courses, with about 25 students in each class.

According to Taylor, teachers feel that the courses offered by McPherson

"McPherson has a high reputation in Milwaukee for providing practical education. . ."

College through the Milwaukee Center do a good job of meeting their needs.

One of the main advantages McPherson College receives because of its Milwaukee Center program is a financial boost, which, according to Taylor, helps the school keep costs down for campus students.

"It's been beneficial for us financially," Taylor said. "In Wisconsin, we're pretty well-established, and we offer quality courses."

To set up courses for the Milwaukee Center, the college follows all of the rules and regulations of the Department of Public Instruction in Milwaukee. It

approves courses after McPherson College's Educational Policies Committee approves courses. If a course is not approved, it is sent back to the college for further review.

Haritatos is responsible for the centers "time-table." He makes sure the dates of the Milwaukee Center program are accurate.

He also reviews the expenses from Milwaukee in order to make sure they meet the appropriate restraints. Haritatos reviews with the director of the program all of the courses that are proposed for summer sessions. He then presents those courses to the Educational Policies Committee for review.

Haritatos hopes to make some changes in the programs.

"I'd like to see this office as a real center for career services and continuing education," Haritatos said.

Currently, the continuing education program is working on a marketing plan with Chris Boyer, director of communications, to appeal to several different groups to take some courses through the continuing education program.

"We have a good program and we want to make sure we're doing everything according to high standards," Taylor said.

The Milwaukee Center is a beneficial program for people seeking further education and it is a beneficial program for McPherson College.

What is the cost of a DUI conviction?

Randy Jordan

Guest Writer

Students who party and drive home from a bar may steer head-on into a multitude of costs, including thousands of dollars in legal fees and fines. Other costs, however, cannot be measured in dollars and cents.

Alcohol-related crashes are about nine times more likely to result in death than are similar crashes that do not involve alcohol, according to the National Highway Traffic Safety Administration.

Not every person who drives under the influence of alcohol will die, become seriously injured or kill someone else. The costs accrue immediately.

Persons arrested for driving under the influence (D.U.I.) are transported to the local jail for processing. They must pay the bond amount if they want to get out of jail immediately.

Bond amounts vary from city to city. The bond for a D.U.I. in the city of McPherson is \$365.50 for a first of-

fense and \$656.50 for a second offense, according to the municipal court clerk. The bond must be paid in cash unless the driver can get a bonding agency to pay the bond. In that case, the driver must pay the bonding agency at least 10 percent of the bond prior to release.

Another cost is the towing fee. When a vehicle that was driven by a D.U.I. driver is towed from the scene of arrest, a tow fee must be paid before the vehicle is released to its owner. Otherwise, an impoundment charge of at least five dollars per day will be added to the towing charge, which can range from \$45 to \$100.

The costs so far are minimal, compared to the legal fees and fines that are yet to come.

"I charge \$1,000 for defending a person arrested for a D.U.I. if the case is being prosecuted in city court," said Mike Cleary, and attorney with Rumsey & Cleary Law Offices in Wichita. Cleary's fee increases to a minimum of \$3,000 if the case goes to district court.

"If the case involves a jury trial (dis-

trict court), I charge \$3,000 to \$5,000," Cleary said. "I get the money up-front, before I even start working on the case."

Legal fees are large expenses for those arrested for a D.U.I., and fines add up quickly with a conviction in Kansas.

The following fine schedule comes from the Kansas D.U.I. statute, 8-1567:

■First conviction—not less than \$200 or more than \$500, plus not less than 48 consecutive hours or more than six months imprisonment or 100 hours of public service.

■Second conviction—Not less than \$500 or more than \$1,000, plus five days mandatory imprisonment or up to one year imprisonment.

■Third and subsequent convictions—Can be felonies with fines ranging from \$1,000 to \$2,500, plus 90 days mandatory imprisonment and up to one year imprisonment.

Often times drivers arrested for a D.U.I. have additional charges. If the driver has an open container of alcohol in the vehicle he/she can be charged with

violating Kansas law 41-804, transportation of alcoholic beverage. If convicted, he/she can be fined up to \$200.

Drivers convicted of driving under the influence can expect a significant increase in auto insurance premiums, if companies continue to insure them at all.

"A 40 percent increase is not out of the question," said Sandy Vallines, a State Farm Insurance agent in Newton.

"I recently sold auto insurance to a male, but when State Farm found out he had a D.U.I. conviction, they canceled his insurance," Vallines said.

Vallines gave an example of how much a D.U.I. conviction can affect insurance premiums. A single, 21-year-old male with two speeding tickets insuring a 1990 Grand Prix can expect to pay an estimate of \$634 every six months. The same male, after a D.U.I. conviction, will pay \$906 for the same policy—providing the company does not cancel his insurance.

According to Vallines, when an insurance company cancels a person's policy as a result of a D.U.I. conviction,

the person can apply to be placed in the Assigned Insurance Pool (AIP) through the state of Kansas. If the person is accepted into AIP, the state will assign a local insurance carrier to service the policy. In this case the premiums for the policy mentioned above will increase to \$2,412 every six months.

Most of the costs mentioned can be covered with a massive sum of money; however, having a criminal record can cost someone a job or even a career. In Kansas, driving under the influence is a misdemeanor criminal offense. Most employment applications require the applicant to disclose any criminal convictions and many employers are reluctant to hire persons with criminal records, especially alcohol-related convictions.

The costs of being arrested for a D.U.I. are staggering when they are put into perspective. Some costs, such as killing innocent people and acquiring a criminal record, have negative effects on a person's life for years, if not a lifetime. These are the costs that destroy lives and end promising careers.

PROSPECTIVE STUDENTS INTRODUCED TO MCPHERSON COLLEGE

Students visiting Mac's campus see various pieces of the puzzle called "college life"

Sarah Marie Hendricks

Spectator Staff

Each week, students at Mac pass the list in the stair well of Mohler of campus visits. What does a campus visit entail? Why do prospective students visit the college? What kind of questions do the visitors have?

When a prospective student arrives at the college, he or she wanders into the SES office and is welcomed by a recruitment counselor. The student is shown to a small waiting room until the tour guide arrives. The tour guide asks if the campus visitor has any particular interests on campus. The answers to these questions help the guide tailor the tour to each individual's needs.

A campus tour begins in the Student Enrollment Services office. The student is introduced to any staff members that might be around and informed of the functions that the office serves for the student. Next, the tour moves down the hallway of first floor Mohler, where the tour guide points out the different offices. The tour then moves to second floor Mohler where the guide explains the McPherson College computer system. As the tour moves out of Mohler, the guide points out faculty offices and explains that Mohler is used for classes in the humanities.

The tour continues through Miller Library where the tour guide explains about reference books, Inter-Library Loan, and the Brethren Room. The tour guide also points out the Church of the Brethren, briefly explaining the college's association with the denomination, and inquires about the student's religious affiliation. From Miller Library, the tour



Louie Parale and his mother begin their tour of Mac's campus with guide Jenny Boynton. Tours leave from Mohler Hall, eventually stopping at most campus buildings.

photo by Cheri Norsworthy

progresses to the Sports Center and Harnly Hall. At Harnly Hall, the guide points out the lecture room and tells the student about upcoming plans for the new science building. When the tour reaches the Heston Gazebo, the guide explains that each window points to the sight of an old building. At this point, the tour proceeds to either the dormitories or the Hoffman Student Union, before returning to Mohler Hall.

The college employs current McPherson students as tour guides.

"I train students to work with students," explains Anne Kirchner, director of Recruitment. "Students can answer a lot of questions about college life since they are experiencing it."

"I try to pair a prospective student with a tour guide who does not have

common interests," said Kirchner, "this forces the guide to learn about a different aspect of the college and encourages the student guides to meet people they wouldn't meet otherwise."

"I came to campus to find out what it was like and if I would like going to school here."

When students visit the college, some talk on the tour and others do not appear to have any questions. Sometimes it is the parents who do all the talking.

"When we have a parent who is asking all the questions, I try to direct the

answer back at the student," says Kirchner. "Although the parent is important, the student is really important to us, and that is who the tour is for."

Students who visit the college on the weekends tend to bring their parents, and students who come during the week are more likely to visit alone or bring a friend along for company.

"We encourage prospective students to bring friends, because we have a chance to recruit that student too," Kirchner said.

One of the most important aspects of a campus visit is to give the student many chances to ask questions.

"Students always want to know what types of activities happen on the weekends," said Kirchner. "Parents always have more questions. Moms want to

know what dorm life is like and whether or not the cafeteria is good. Parents want to know if activities are happening on weekends, and if their child is going to be coming home every weekend."

A prospective student Louie Parale, from Reno, Nevada had questions about housing options in the community. He was also curious to know about what sports were offered and if they were good.

"I came to look at McPherson because I want to be more marketable and I need more education," Parale said. "I am very focused on auto restoration, and McPherson provides the program that I want. I came to visit to find out what the campus was like and if I would like going to school here."

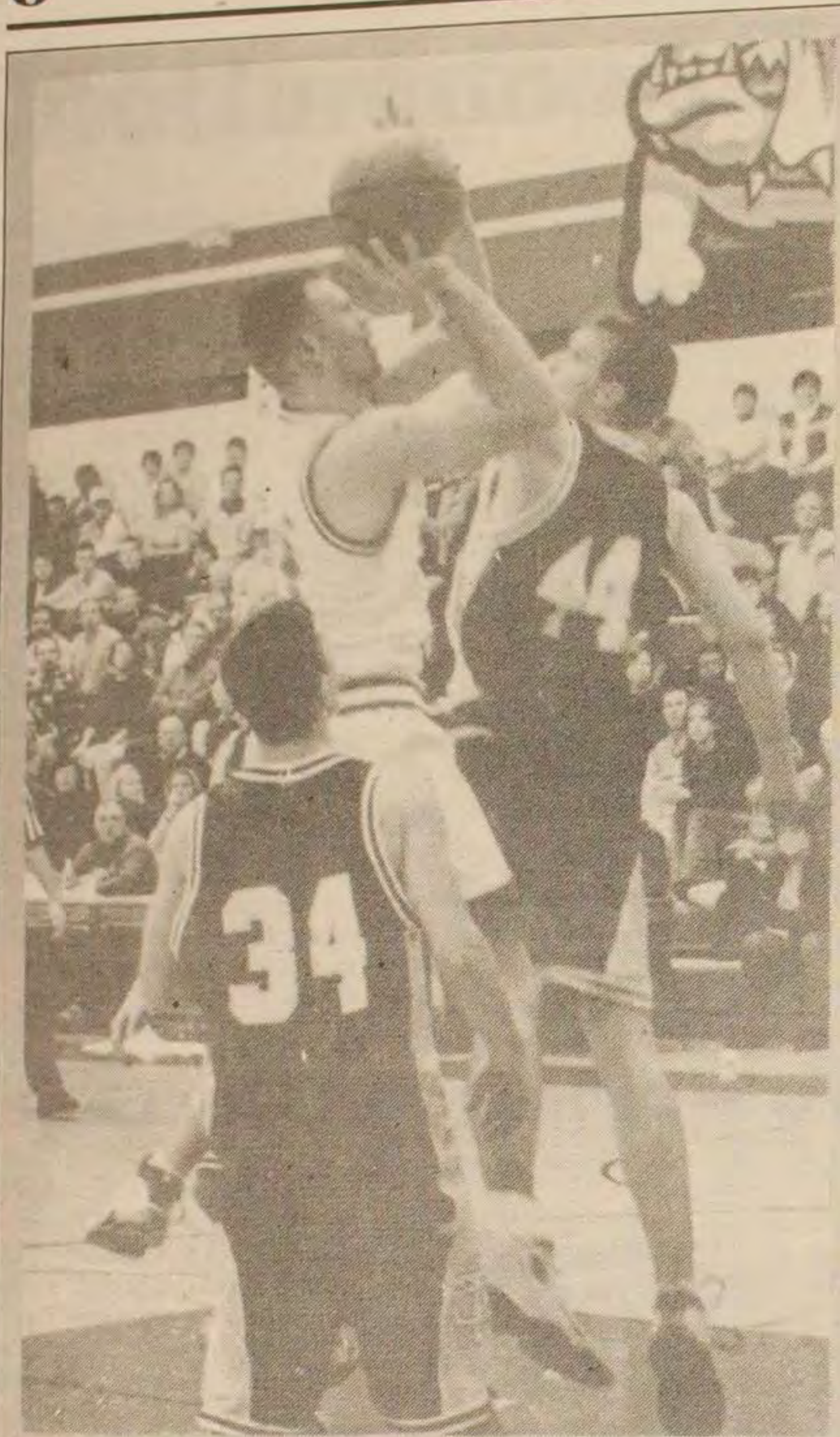
He described the campus as being "quaint" and "a fairly nice place."

While the prospective student is on campus, the student meets with a recruitment counselor. The counselor talks to the student about financial aide and answers any more questions that the student has about the college. The counselor also tries to get a feel for how the student is feeling about the college.

"Students are usually very positive about the size of the dorm rooms, and tend to comment that they seem bigger than rooms at other colleges," said Kirchner. "We have had to alter the tour route because of the construction, but we encourage the tour guides to talk positively about the new buildings and the changes occurring on campus. It is usually impresses the parents that the college is building without going into debt, and parents have responded well to the prospect of new buildings."

Not every student who attends Mac has toured campus.

"We try to convince students to make the trip to come and visit, before they make a decision about whether to attend or not," Kirchner said. "We have a better chance of signing them as a student if they come to visit. College is an investment, and it is wise to see what you are investing in before you decide for or against it."



Eric Putnam barrels through Tabor defenders to shoot for two points.
photo by Cheri Norsworthy

Bulldogs finish season in second round of playoffs

Kelly Steiner
Sports Editor

The McPherson College men's basketball team made a good showing in the conference tournament after defeating Tabor and just barely losing to Bethany. The team finished the season with a record of 13-7.

At Hillsboro, the Bulldogs faced a tough Tabor team. The Bulldogs led 36-22 at half-time and never trailed the rest of the game. However it was tied at one point.

Josh Alexander, jr., McPherson, led the team with 20 points and eight rebounds. Cody Rohovit, sr., Taylorsville, Utah and Ryan Hargitt jr., Quinter, were also in double figures as each scored 11 points.

"It was very rewarding to win at Tabor."

A major factor in the game was the Bulldog defense being able to hold Robert Taylor, Tabor's 6-5, 250-pound postman to only 13 points.

"It was very rewarding to win at Tabor," said head men's basketball coach Roger Trimmell. "That's a very

tough place to play."

After the Tabor win, the Bulldogs headed to Lindsborg to take on the Bethany Swedes. The season ended with a hard fought loss 85-80.

"Overall, I think our season went very well."

Alexander hit five of six treys on his way to a team high 30 points. Ben Proctor, jr., Guymon, Okla., was also in double digits with 13 points followed by Andres Ruiz, sr., Mcallen, Texas with 11.

"I was proud of the way we kept battling," Trimmell said.

The game was the last for five seniors. Kelly Hoover, Tony Waldron, Eric Putnam, Rohovit and Ruiz all played their final game as a Bulldog.

"Overall, I think our season went very well," Trimmell said. "We lost several close games that we could have possibly won. By the end of the season we were a very good basketball team."

The future looks bright for the Bulldogs as they have a good nucleus coming back.

"Work needs to start now for next season," Trimmell said.

Football team prepares for coming season

Kelly Steiner
Sports Editor

Off-season workouts often go unnoticed, although these are the workouts that will help athletes most during the season. During the actual season, so much time is taken with practice and film sessions that there is rarely time left for a conditioning program. Consequently, off-season training is crucial to in-season success.

The McPherson College football team is in the midst of its off-season training schedule. Since the beginning of spring semester, team members have been get-

ting up four days a week for their morning session.

"When the workout is over, I usually get some rest. Then I feel energetic the rest of the day," Charles Hill, fr., Sweeny, Texas, said.

"By getting up so early we're doing something most normal students aren't. It keeps us together as a team," Kevin Steiner, fr., Lincolnville, said. "The workouts help to keep us disciplined."

Workouts done by the football team are centered on building power and explosion in the legs. Running and hopping constitute much of each training session.

"Basically the workouts are just to keep the kids in shape," said Steve Kazor head football coach.

"One of the best ways for the team to stay in shape is for them to play basketball, which the team does every Tuesday morning. Playing basketball is a great cardiovascular workout for the guys," said Kazor.

Weight training is also important. This is an area where the athletes must take responsibility for themselves.

"The weight lifting part is done on their own. The weight room does seem to be full of players, which is definitely a good sign," Kazor said.

Two Mac students experience the NAIA national indoor track meet

Eli Bainbridge
Spectator Staff

Under new coach Rob Lyons, the McPherson College track team competed at the National NAIA indoor track meet, which took place on Feb. 26, 27 and 28. The meet was held at the University of Nebraska at Lincoln. The Bulldogs had two eligible runners competing at Nationals.

Both of the sprinters competed in the 55-meter dash. Matt Friesen, sr., McPherson, finished with a time of 6.6 seconds. Dave Griffin, fr., Chase County, ended up not competing, because of failing to meet qualifying times.

Both Friesen and Griffin will compete in the outdoor season as well, which started on March 8. During the outdoor season, both will compete in the 100-meter dash.

"It was fun to compete at a higher level, and the competition was great," Friesen said. "Other schools from the KCAC were in Lincoln, so in some ways, it was like a conference meet."



Dave Griffin (left) and Matt Friesen (right) smile in front of the National Association of Intercollegiate Athletics banner at the National Indoor Track Meet.
photo by Cheri Norsworthy

"It was fun to compete at a higher level, and the competition was great."

"Even though I didn't compete, I had a fun time watching, and I can't wait to go back next year," Griffin said.

Rob Lyons, head track and field coach, was excited and was pleased with the experience his runners gained.

"We've been working for this all year, and I was glad that they were able to go," Lyons said.

With the outdoor season starting shortly, both Coach Lyons and the team will be busy preparing for the outdoor season.

ATHLETES OF THE ISSUE

McPherson College is proud to be the home of several All-American honorees. The football All-American list was recently announced and the Spectator wishes to recognize them as the Athletes of the Issue.

A.J. Wilson, jr., McPherson, rushed for 778 yards while only playing in seven games due to injury. He received Honorable Mention All-American.

"A.J. had a remarkable year," head football coach Steve Kazor said. "I hope to be healthy next year and am looking forward to playing,"

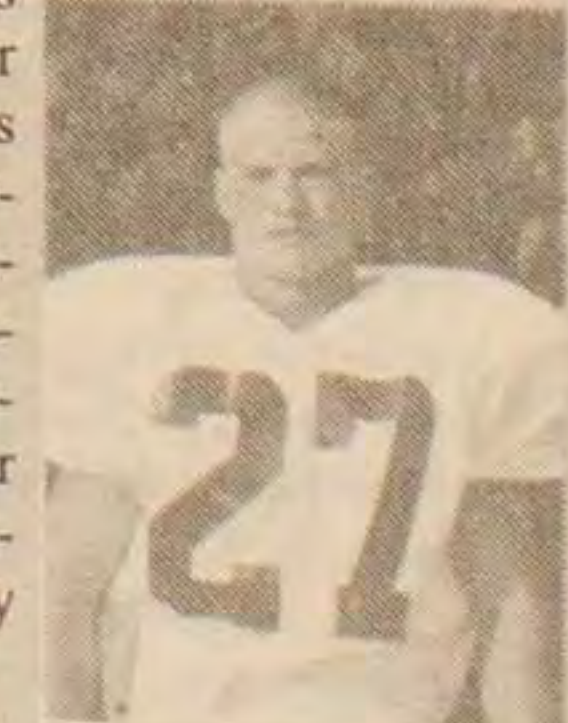


Wilson

Wilson said.

Matt Holtry, fr., Nampa, Idaho, was fourth in the nation in receptions and had 14 touchdowns to go along with his 1,126 yards. "Matt has tremendous speed and makes things happen when the ball is in his hands," Kazor said. Holtry was able to gain second team All-American honors. "I look forward to next year and hope to improve," Holtry said.

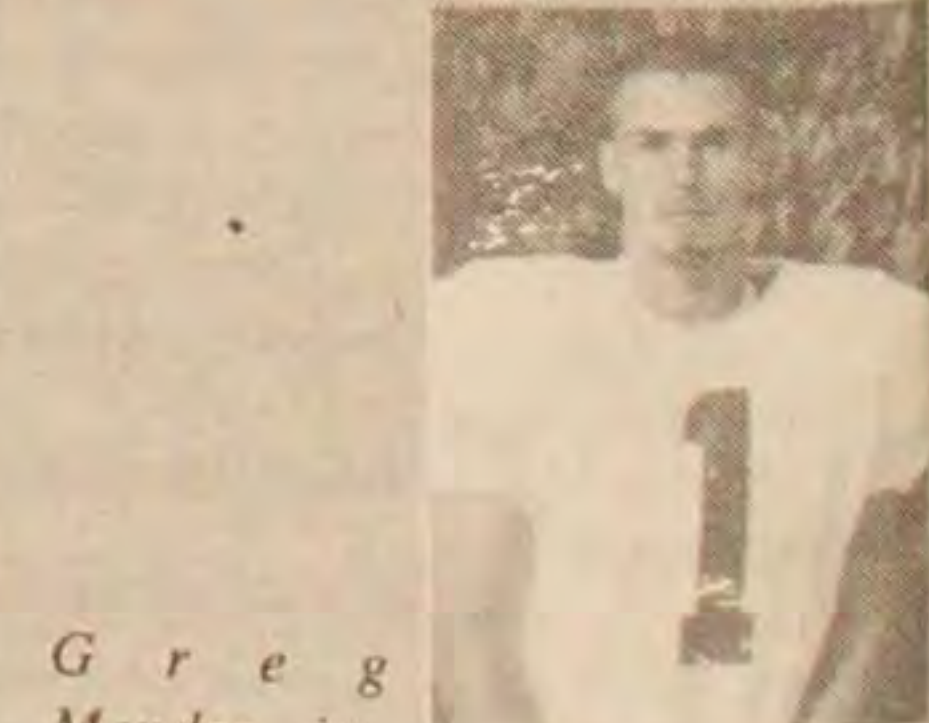
Antonio Rael, jr., McPherson, also helped to lead the potent Bulldog offense. Rael was sixth in the nation in pass receptions and 17th in the nation in punt



Holtry

returns. He was awarded third team All-American honors.

"Tony is Mister Reliable," Kazor said. "He makes the tough catch consistently when we need it."



Greg Mendez, jr., Mesa, Ariz., was also

Rael

named to the All-American team. However, Mendez currently is not enrolled at McPherson College.



Above: Elizabeth Stover and Erin Marshall dash towards the finish line in practice.



Right: James Copp, Stover, and Lynn Walter prepare to race in practice.

Bulldog outdoor track team prepares for season

Kylie Funk

Spectator Staff

Spring is underway and so is the Mac outdoor track season. Many of the outdoor track team members were involved with indoor track, which ended the last week of February. With only one "grace week," members jumped back in on Monday, March 8 at 4 pm.

Matt Friesen sr., McPherson, runs the 100 meter, 200 meter, and 400 by 100 meter relay. One of Friesen's goals for the team is to attend Drake Relays, which involves many colleges, nationwide. As for personal accomplishment goals this season, he would like to improve his own times.

"I hope to place high in the ACCK," Friesen said.

Elizabeth Stover, fr., Quinter, is ready to "go the distance" this season. She hopes to compete in the 800 and 1600 meter runs. Stover is interested in how college competition compares to high school competition.

"It will be interesting to see if anyone whom I ran against in high school is running in this conference," Stover said.

David Griffin, fr., Chase County, ran

sprints in high school and would like to run the 400 meter this season. Griffin sees track as an opportunity to stay in shape, but also has his vision for the team.

Griffin, like Friesen, is anticipating the Drake Relays, in hopes that the team will have the chance to attend them.

Head coach Rob Lyons has a vision for the team also. He would like to see

the team increase in number, and for team members to improve their personal performance at meets.

"I hope everyone puts out a good effort and has a good time this season. I see much potential in the team and I hope that some of them will qualify for the national meet," Lyons said.

The first meet is at Bethany on March 25.

Fastpitch softball debuts at Mac

Becky Ullom

Editor in Chief

The first McPherson College women's fast pitch softball team debuts on April 10 against Sterling College.

The newly formed team began practicing on Feb. 10. According to Suzanne Scheef, head coach, the team has made great strides in the past three weeks of training.

"The team members have been working as hard they could up to this point. The team as a whole has lots to learn - we've only hit the tip of the iceberg in the last few weeks," Scheef said.

The team hopes that its efforts will be fruitful, producing a great start to this program.

"This is the most important year of any. If we don't start out well, the sport won't be respected next year or the year after," said Jessica Miller, jr., Bartlesville, Okla.

All experiences that the team is dealing with are new. From filling positions on the field to learning how to maximize the use of limited resources, the team has already addressed many issues.

"The fact that we don't have a pitcher and a catcher playing at a college level makes it hard for the inexperienced players to get used to the positions," said



Krista Livingston reaches to catch a pop fly. Recent cold weather has made it necessary to practice in warm clothing.

Denise Morales, fr., Fabens, Texas. Brenda Jansen, fr., Wichita, addressed challenges that the team would have to face during the season.

"One of the biggest challenges will be working with all the skill levels on the team and learning how to play competitively as a team," Jansen said.

Coach Scheef sees the many challenges the team will face as opportunities.

"We have very few experienced fast

pitch players and we will be playing teams that come from established programs. On the flip side though, the team has a positive attitude and is working very hard to make improvements," Scheef said.

The team currently shares outdoor training facilities with Central College, which means limited field time.

"Without having our own facility to use whenever we need it, the attitudes have been very positive," Scheef said.


Cheri Ouelette, fr., Washington, Kan., also commented on the overall attitude of the team.

"Very, very positive. Even though our supplies are limited and it is our first year, we are keeping a positive attitude," said Ouelette. "I hope that the players will learn to work with all skill levels, how to build team unity and how to care for teammates," Scheef said.

Coach Scheef emphasized that teamwork and positive leadership would lay the solid foundation for the team now and in the future.

"Realistically, I think if everybody keeps working hard in practice and striving to get better...we have four double headers, and if we win a game or two, it would be great!" Scheef said.

YOUR FIRST STOP TO ANYWHERE IS
McPHERSON TRAVEL CENTER, INC.
 100 N. Main
 TOLL FREE 800-748-8176
 LOCAL 316-241-5830
 8:30 a.m.-5 p.m. MON-FRI
 9 a.m.-12 NOON SAT
Serving the Area Since 1977
Make plans now for Christmas

Peoples Bank and Trust

 Main Bank: Mon-Fri 9 - 5
 Drive-Up: Mon-Fri 8 - 5:30 Sat 8:30 - 12
 VIA Automatic Teller 24 hours
 101 S. Main 241-2100

Spring enrollment declines 11 percent

Sarah Marie Hendricks
Spectator Staff

Fifty students who enrolled at McPherson College for the fall of 1998, or 11 percent, did not return for the spring of 1999, according to figures released by the registrar's office.

Of those students who left at the semester break, eight were juniors and seven were seniors. In the past five years, McPherson has lost three to 10 juniors and seniors combined at semester break each year.

One reason for the lower retention rate is that a significant number of women basketball players chose not to continue their education at McPherson College after the fall semester.

"The loss of women athletes was unusual," said Karlene Tyler, registrar. Often a student will say he or she is leaving because of financial reasons.

"The top three reasons that students give for leaving are financial reasons, to be closer to home, and the least common is because we don't offer the program that the student is pursuing," Tyler said. "There is never one significant reason that a student chooses to leave."

The college uses several programs to

boost retention. The college focuses its efforts around the idea that all students, especially first-time freshman, must be re-recruited for each semester.

The Satisfactory Academic Progress Committee meets each semester to review every student's grades. If a student shows signs of academic trouble, the committee intervenes to get the student back on track.

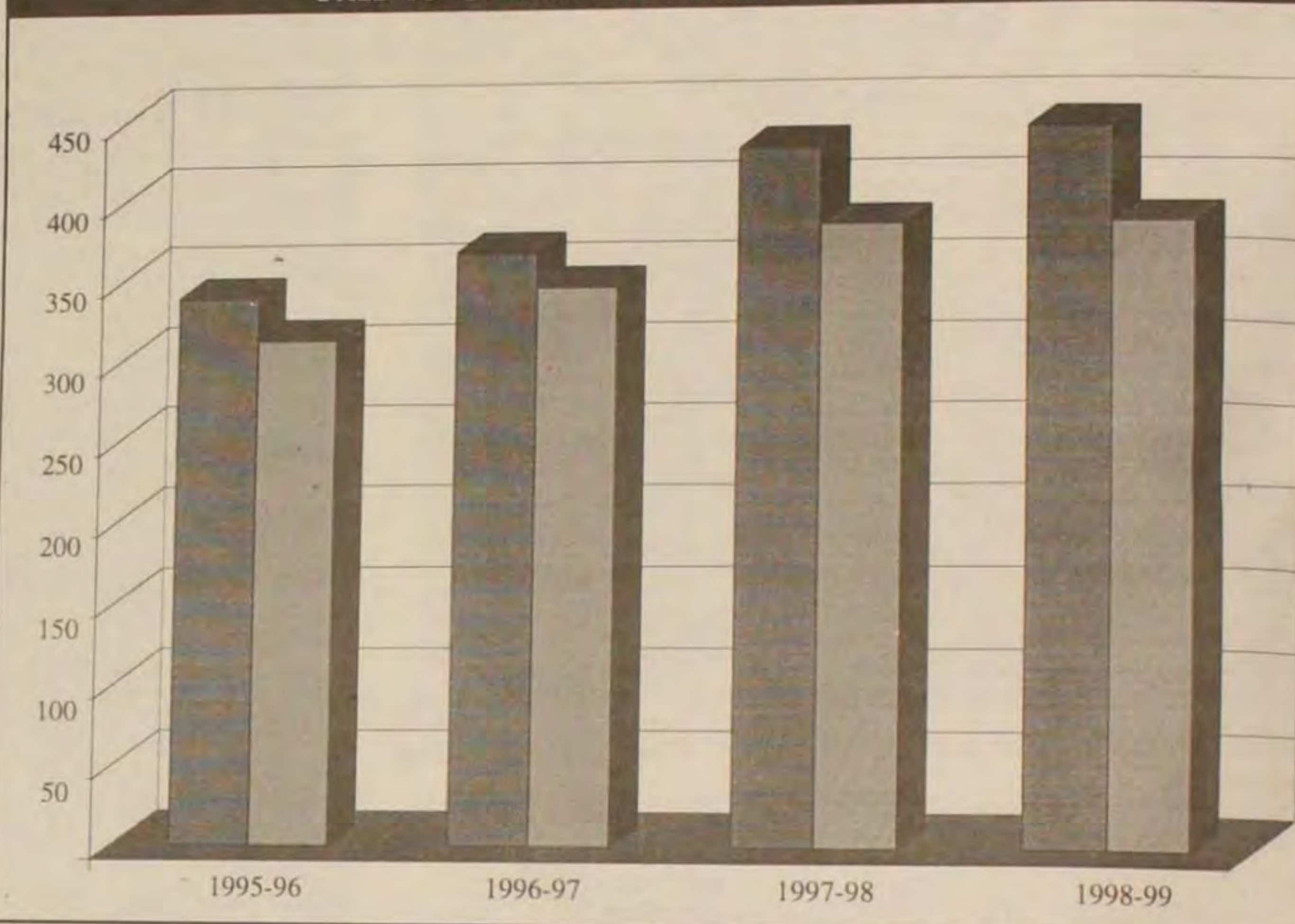
Advisors take on most re-recruiting since they have more contact with the students than the administrative staff. Faculty advisors focus on developing whole persons and guiding students, rather than telling students what to do.

An early alert system also exists. If a student begins to show signs of academic trouble, misses class continuously, or is having trouble in general, that concern may be turned in to the dean's office in the form of an early alert.

"The goal of this system is to catch a student before he/she puts him/herself in a hole too deep to dig out of," Gustafson said.

If a student makes the decision to leave, the college takes the opportunity to sit down with the student in an exit interview. Several staff members gather information from exit interviews to help the college better serve the students.

FALL TO SPRING ENROLLMENT COMPARISONS



Faculty to work on strategic instructional plan

Sarah Stover
Editorials Editor

President Gary Dill has appointed Kevin Haddock, director of the center of academic development, as in-house facilitator for the college's ongoing strategic planning process. Working together with the Strategic Planning Faculty Task Force, Haddock is in the final stages of identifying candidates for an external consultant to assist the committee.

In his new position, Haddock will serve as the on-campus coordinator of the entire strategic planning process.

These appointments fulfill stipulations set by the Strategic Planning Committee when the strategic planning time line was approved. The time-line, approved by the committee on Jan. 12, 1999, stipulated that the college appoint an in-house facilitator for the strategic planning process and retain an external

consultant to assist with the identification and analysis of external data.

The process to hire an external consultant is approaching the final stages. The committee's decision will be made after spring break, in hopes that the consultant can be on campus before the end of the semester.

The Strategic Planning Committee has existed since 1995, but the Strategic Planning Faculty Task Force was formed this past fall and was charged with the task of developing an instructional plan for the college. The instructional plan will outline the future academic program of the college.

Dill insisted that faculty, under the leadership of the Strategic Planning Faculty Task Force, develop the instructional plan first, so all other aspects can support the academic program. The budget, student services, facilities, and every other aspect of college operations will support the instructional

curriculum.

A standard process for strategic planning exists. The early stages include accessing the institutions internal strengths and weaknesses. Departments and divisions are currently submitting preliminary reports detailing their perceptions of the college's academic strengths and weaknesses.

The second part of the standard procedure is the analysis of external opportunities and threats. For example, demographics, student expectations, information about our competitors' behavior, opportunities of unique programs, use of technology in the classroom, and accessing the types of industries in the area for potential partnerships are factors for shaping the institution's long range goals. The external consultant is responsible for collecting information in these areas and for helping the Strategic Planning Committee analyze the data.

The Strategic Planning Committee chaired by Dill and is formed of faculty, members of the administrative staff, and two current students. Faculty members on the committee are Bruce Clark, assistant professor of English, Wayne Conyers, associate professor of Art, Dutton, associate professor of Agriculture, Mary Flagg, associate professor of math and computer science, Hayes, associate professor of business and economics, and Shingo Kajinami, professor of chemistry. Carolyn Coon, dean of students, Steve Gustafson, dean of faculty, Donna Swenson, communications assistant, Susan Taylor, dean of academic resources, Miles Tyler, representative from the alumni board, and Scott McDearmon, soph., Millidgeville, Ill.

The faculty make up the Strategic Planning Faculty Task Force, and meet weekly. The complete committee meets monthly.

SGA renovates Doghouse

Becky Ullom
Editor in Chief

The 1998-1999 Student Government Association chose to remodel the basement of the Hoffman Student Union as one of its last official acts. On March 6, the members began remodeling the game and TV rooms, with the intention that future cabinets will continue to make improvements.

The remodeling plan is divided into three phases.

"We hope that a majority of the renovation will be completed by Easter Break," said SGA President, ShaRonda Maclin, jr., Oklahoma City.

First, the walls have been painted off-white and the columns gray.

The north wall by the carpeted area

will be painted with a red stripe and "Bulldogs" in a decorative font.

On the opposite wall, framed Mac memorabilia will be hung above a row of booths.

Second, new carpet will be laid. Carpet will cover the area where the current equipment lies as well as in the TV room. The current tile will remain.

The third and final phase will include the installation of new game equipment.

A new, drop-pocket pool table, an electronic air hockey table and a tournament size Ping-Pong table will be added.

"Hopefully with a new game room and a meeting room for students, they will feel invited to spend time in the area.

The renovations are intended to create a space where students can spend time," Maclin said.

Admissions secretary honored for 30 years of service to college

Eighteen McPherson College faculty and staff were honored for their years of service at the trustee/faculty banquet on March 4.

Jo Stubby, admissions/financial aid secretary and Susan Taylor, dean of academic resources were honored for thirty and twenty years of service, respectively.

Minnie Atkinson, custodian, Jill Brax, secretary for the department of curriculum and instruction, Dennis Friesen, security and grounds, and Vikki Trimmel, receptionist for student enrollment services were recognized for fifteen years of service.

Michael Chrislip, technician, Marilyn Kimbrell, associate professor of education, and Marylyn Matthaeci, administrative assistant to the provost, were honored for ten years of service. Stephanie Brunelli, assistant professor of music, Donna Graham, custodian, Alan Gumm, assistant professor of music, Jean Hein, switchboard operator, Jane Orr, custodian, Debra Wagoner, assistant to the dean of students, Kathryn Whitacre, associate dean of students, Carol Williams, Metzler Hall resident director, and Jenny Williams, assistant to Bob Knechel, were honored for five years of service.

Upcoming SAB Events

Mar. 11 Treasure Hunt
10:00 a.m.
Clues can be found in the basement of the Hoffman Student Union.

Mar. 23 Thunder Game
Cost: \$5
Leave from the circle drive at 5:30 p.m.

Apr. 16 Karaoke
9-12 p.m.

Apr. 18 Sports World
3-5 p.m.
Leave from the circle drive at 2 p.m.

Apr. 23 Cosmic Bowling
10 p.m. -midnight

Apr. 30 Casino Night
Gambling 9-11 p.m.
Prizes 11 p.m. -midnight

May 7 Toga Dance
10 p.m.-1 a.m.

May 8 SAB Big Event
2-5 p.m.

May 14 Cosmic Bowling
10 p.m. -midnight

