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THE SPECTATOR

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MY COVID-COASTER

By Cali Godwin

My quarantine has been somewhat of a rollercoaster. I've had my good days, but I've also had my bad and stressful days. Since I was able to leave the dorms, my fiancé met me in Denver to take me to his hometown of Cody, Wyoming. Being in Cody was tough at first. I'm from a huge family, so I somewhat missed the hustle and bustle and excitement and being around kids. In Cody, it was just me, Cameron and his mom. So, it was definitely a lot quieter than what I am used to. However, I adjusted well, and grew to love my new

mountain-side life. We have gone on hikes and bike rides almost every day. I learned that I actually love to cook and discover new recipes. I also became a dog mom to the best boy in the world.

While I was living a practically new life from my one in Kansas, school started back up and I didn't realize how hard it would be. I was now trying to balance working from home for a job I had just started in McPherson and trying to do schoolwork as well. It was hard for me to find that motivation to keep doing everything. I struggled trying to understand a few of classes after

being switched to online only. But I figured it out and found a great system for myself to make sure I get things done on time.

My biggest hardship has definitely been trying to get over the fact that I won't have a lot of my lasts, or even firsts. I won't get to experience my last car show, where my friends worked hard to make happen. I won't get to experience my last campus blowout, where I LOVED picking out my costume and just bouncing around with my friends. I also won't get to experience my first Senior Drive Through, where I get acknowledged with my

friends. And the one that hurts the worst, I won't get to experience my first college graduation ceremony in person. As someone who is the first person to graduate in their family, I was really looking forward to seeing the pride in my parents' and family's eyes as they see me walk across the stage in May. I was excited for all my younger siblings to see all that I accomplished, and hopefully try to follow my steps. Graduation will definitely be the biggest pill to swallow for me. This virus took that away from me, and I don't know if I'll ever not be a little upset about it.



Pictured above: Cali Godwin, Student

WHY IS IT IMPORTANT TO STAY INSIDE DURING THE CORONAVIRUS OUTBREAK?

By Raegan Kleppe

The Coronavirus started in December of 2019 in Wuhan, China and it eventually started spreading to other countries in January of 2020. It reached the United States in February of 2020 and has rap-

idly spread since then and it only seems to be getting worse. That is why there has now been a government issued quarantine across the United States and many other countries. The quarantine has been proven in many ways as helpful in preventing the

spread of Coronavirus.

One reason for staying at home is that it helps elderly and immunocompromised people who are more susceptible to getting the disease. If those people get it, then they are less likely to recover from it. So, by staying home you

are helping out grandparents, parent's other family members and friends from getting sick. Even if you don't show symptoms, it doesn't mean that you aren't carrying the virus in your system. If you are carrying the virus and you go to the store, you expose ev-

ery person in that store to the virus. Exposing people in that store can then lead to them taking it home to someone that is elderly or immunocompromised, so that's why it's important to only go outside or to a store if it's dire. By following the quarantine

instructions, you help protect your grandparents and friends.

Story continued online at spectator.mcpherson.edu.

STUDENT STORIES



BEING AN ESSENTIAL WORKER AS A COLLEGE STUDENT

By Tiffany Slechta

When reflecting on the last few weeks of the COVID-19 pandemic, I believe it is safe to say it was, and still is, very surprising. In its own way, it's amazing that a world so active and populated can hold silence and restraint. Being a part of this moment in history not only astonishes but worries me as well. Being a sophomore at McPherson College, I was flustered when it was announced that classes would be moved online. Many questions filled the campus and the only replies given were of uncertainty, hope and reassurance. I was worried about my educational and financial situation, for I was paying to attend a private college that would now be online. In a sense, I guess it is safe to say I was a bit frustrated. From all this frustration, I am happy to say my career classified me as an essential employee and has allowed me to continue working. Being a healthcare worker has taught and prepared me for many things in life, but nothing like this. I work at a retirement home

as a C.N.A in McPherson, Kan. Here, I not only provide health and healing as a healthcare professional, but provide much comfort and support to my residents as their caregiver. Although we provide much physical health support to our residents, we have found ourselves providing more psychological support lately. From this pandemic, our residents have been denied all social contact with their family and friends. As if that is not enough, they have all been confined to their rooms and must obtain a social distance of 6 feet from each other. While it may be difficult for us to abide by these regulations, I am here to tell you it is worse for them.

With this being said, as a frontline healthcare worker I do believe it is important that others abide the orders to stay home. In the end, I am here to say that one's need for entertainment will never be more important than a resident's social needs and mental health. Therefore, we must take other's needs into consideration before our own.

MY PANDEMIC STORY



Pictured above: Joseph Isaacson, Student

By Joseph Isaacson

I took the two weeks of spring break to just relax my body and mind. It was still kind of a shock to hear that the college was actually going through with

moving everything online. During those two weeks of spring break, I was able to catch up on a lot of different anime. I was still working too, which was good. After the first week of spring break, I decid-

ed to cut my hours back tremendously. All of fall semester and up to spring break, I was working 50-60-hour weeks while keeping up with schoolwork. Since everything was moving to online, I decided to make a cut to just a mild 30 hours a week. With this new free time during the second week of spring break, I was able to get ahead on big assignments. This enabled me to have a lot more confidence for the rest of my senior year. After spring break had ended, my job was impacted. I was told not to come in for two weeks, but I would still get paid as if I was working 40 hours each week. So, I was get-

ting more money now but not working, which was cool. The two weeks ended and I lost my job, but losing my job didn't really scare me all that much. I'm just glad to have saved a hefty emergency fund in cases like these. I was still able to keep up with all my expenses and even was able to buy myself a (cheap) new car. During this pandemic I was able to get a really good deal on a Chrysler 300; I got it for over \$2,000 cheaper and in great condition too! All in all, this pandemic wasn't too rough for me. My goal now is to finish the year strong and endure this bad storm.

QUARANTINE STORY

By Marcus Fernandes

It all started with an extended spring break. Who would not like that? In a normal situation, every student in the world would be happy. That was not the case for March 2020. At that point, an extended spring break was showing me that the Coronavirus was a simple flu coming from Asia. I already had an idea of how serious it was, but remote learning gave me an exact

idea of how unprecedented this is. It is very hard to know what to do during a lockdown. As informed as one can be, no one was expecting to be quarantined this year. At first, I did not even know where to go. My first reaction was to look for tickets to Brazil, my home country. As the U.S. started to implement travel bans and the number of flights was reduced, the idea of going back home became a remote idea. Staying in McPherson

turned out to be the best decision, as the situation in my country is still getting worse every day. Where I lived, the lockdown is extremely necessary, as every place can easily have agglomerations. Staying here gives me the privilege of going on walks during the day since the lockdown in town is not super strict. Being able to see the sunlight and being in touch with the world even for a little are the two things that help me keep

my sanity during this pandemic. After a month of online learning, it is still weird not being able to meet with professors and attend face to face classes. With no actual classes, it is even harder to be on top of everything and to meet the correct deadlines. The only thing students can do right now is to finish the semester strong and pray for a normal semester in the fall.



STUDENT STORIES

QUARANTINE LIFE?

By Duce Chairs

Ever since this quarantine started to happen around the world, it started to affect people badly to where even their jobs were shutting down due to the virus. Lucky for me, I started to work and I'm lucky to even say that with the chaos going on in the world. Overall, this experience with a virus being out there in the world has been kind of weird. The reason I say weird is because at first, I didn't believe about the power of virus until somebody I knew died, but I didn't know if it was from



Pictured above: Duce Chairs, Student

COVID-19 or from something else. At that point I was shocked at what had been going on. No, I don't wear a mask when I leave the house or when I go to work. I know it's serious out here in the world and I want everybody to be safe, including myself as

well. It's been hard for me to work out, but I made a way of making that possible for myself to keep my body in shape. Going out to the driveway to do jump ropes and tire drills for an hour and a half has actually been entertaining and I've enjoyed it. It keeps me

out of trouble and less of risk of going out to a gym and getting the virus. Other than working out, I've been helping around the house with cleaning, fixing things, and cooking with my parents and little sister. I really can't wait until this virus is completely gone so I can get back to working out and also enjoying my new job I just got not too long ago. Working at UPS will benefit me as 19-year-old. It will also help my goals of a double major at McPherson College of Communication and Digital Media. I can't wait for life to go back to normal.

24 HOURS IN A DAY

By David Ross

This virus has affected everybody in different ways. For me, it gave me a different perspective on time. There are 24 hours in a day. We all know that, but once you sit back with no real obligations and think about all the possible outcomes, you view time differently. I've been doing my schoolwork and exercising on the daily. I've also used this time to break some bad habits and picked up some new traits. I think that if everyone used their time to better themselves and focus on what they can con-

trol during this pandemic, being in quarantine could have been an easy process. The world is becoming a cleaner place from less pollution, and there's way more benefits. As far as me, I have just been putting all my effort in to my mental, physical and spiritual well-being. My good days are good, and my bad days are bad. While my faith is in God and I trust the process, I'm also living by my mantra, "the 4Ps," which are patience, preparation, prayer and positivity. My outlook on it is "Life is good, it is what it should be."

THE LIFE OF A COLLEGE STUDENT DURING QUARANTINE

By Meghan Smith

After being sent home from McPherson College, life has not been the same. I was devastated when I received the news that classes would be moving online. I never really noticed how much I loved interacting with my professors, faculty and other students daily. I was so sad, because I knew that I would be missing out on such great classroom experiences, especially for my favorite class, gender communication with Bec-

ki Bowman. Even though the transition was hard, and is still hard, it made me so glad that I chose to come to McPherson College. Professors, faculty and staff worked tirelessly to move everything online, and they were always there to support me. MC really is a family.

While I have been doing classes online, I have also continued working because I have an essential job at the local grocery store. I work at Scott's Hometown Foods in Lindsborg, Kan. I enjoy

working there for the social interaction, and I love the people I work with. Since the stay at home order has been issued, life at Scott's has changed for me and everyone there. The number of customers and how much they buy has increased exponentially. During the first week of spring break for MC students, I was working 30+ hours bagging groceries and stocking empty shelves. I was bagging one day for almost my full five-hour shift. I have spent many days

in the last month working eight to nine hours straight. Although work and school have been exhausting, I am grateful to have somewhere to go and something to do, not every student has that right now. I would say that work has definitely helped me stay in a good state of mind.

Even though life has had even more challenges than usual and an influx of things to be sad about, I have tried to find some positives in all of the COVID-19 shenan-

igans. Since I am now staying at home, I have gotten to spend a lot more time with my family and my cat. I love my family, and when I went to college, I really missed them. Between talks in the morning before work or a family game night, having classes online has allowed me to have some much-needed family time. My dad has also loved having me home, giving him an excuse to fatten me up with homemade meals almost every night. Although no one's situa-

tion is ideal at this point in time, I still urge readers to try and find some positives in their life, no matter how big or small. A few of my positives are time with my family and cat, finding a few minutes to read for pleasure, homemade meals, doing school when it works into my schedule, getting to sleep in my own bed and knowing that all my professors are working hard to help me be successful during this difficult time.

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DIARY OF A COVID-19 MOM

(WHO HAPPENS TO BE A WORKING-FROM-HOME COLLEGE PROFESSOR)

By Becki Bowman

7:30 a.m. I wake-up. But really, why? There's nowhere to go or be this early. I can hear my younger kids talking and laughing in their room. It won't be long before they come to get me. I'll just close my eyes for a couple of minutes... ZZZZZZZZZZ.

8:05 "Mama?" My eyes open. My five-year old is standing over my face with her nose two-inches from mine. "Can you get me breakfast now?"

8:30 Breakfast has been eaten by all four kids. I run back upstairs to take a quick shower before the day officially starts. Did I take a shower yesterday? I can't remember. What day is it anyway?

8:50 Dressed. Chose a professional top with jeans (got a ZOOM meeting today). I'll add earrings to make it look more polished. But slid my feet into slippers. Who's going to see them?

Do a quick email check on my phone. A couple of students asked questions. I send responses. A new notice for a ZOOM committee meeting today. I add it to the list. Brad's Deals wants me to know

that I can buy an umbrella for 50% off.

9:00 Time for morning movement. Shall we do Storytime Yoga or Joe Wicks' workout? Joe will make us sweat. I just took a shower. Better go with the yoga.

9:10 Doing Storytime Yoga with four kids in my basement. Seriously, how does my five-year-old get her toes behind her ears like that? The lady in the video is way too happy. One of my kids appears to have fallen asleep while stretching on the floor.

9:35 Yoga is done. Get a quick drink. Because I'm in the kitchen, my always hungry seven-year-old asks if I'll make her a snack. I say yes. The five-year-old shadow wants to know if she can have one too. Now the 10-year-old... oh geesh.

9:45 Snacks in hand, it's time to start the first stretch of academic time. The 12-year-old is self sufficient and will work entirely alone for the next hour and a half. The 10-year-old just needs a gentle question of, "What do you need to work on this morning?" The five and seven year olds need direct and hands-on atten-

tion the entire time. Today, we're counting money and working on long-vowel sounds with the silent "e" ending. English is weird.

10:00 ZOOM class meeting for the 10-year-old. Try to make sure no one else is using the internet so it doesn't get too glitchy on the ZOOM call. I glance at his screen and see a dozen or so kids all bouncing around for the cameras. Some have pets with them. Some are still in their pajamas. Many have back-grounds of outer space and Minecraft behind them. The teacher keeps saying, "Does anyone have any good things to share?" I don't think anyone is listening.

10:15 Still in academic time. Now the seven-year-old needs me to help her record a video showing completion of her math in SeeSaw to send to her teacher. Then we check Bloomz for the new teacher video, which wants her to use RazKids or Epic-Books to do her reading. After, she can practice more through Lexia. These are all apps from one teacher for one kid. On a daily basis, we also use FlipGrid, Google Class-rooms, Summit Learning,

Powerschool, Facebook, Kahoot, Prodigy, Elephant Math, Freckle, ABCMouse, Khan Academy and Scho-lastic Apps. Between my four children, there are 16 unique teachers. Keeping track of it all is challeng-ing at best.

10:30 Quick check-in on my campus e-learning system to see if there are any new forum posts to respond to from my college students. One writes, "This assignment was fun. Thanks for keeping class interesting even after we moved online." Messages like this give me fuel to keep going.

10:35 My 10-year-old needs help solving equations that involve dividing whole numbers by decimals. I try to explain it several different ways, but apparently none of those are the way his teacher explains it. He's sure I've devised the long-division algorithm simply to ruin his entire life.

11:00 Academic time is over. Between four kids, 9 math pages were completed, two books and three chapters were read, an art project was created, a cello was played, and the Hansel and Gretel Opera was re-started seven times.

On to Creative Time. Today, we decide to make a sensory path with sidewalk chalk on the sidewalk outside. Every few squares, there's a new activity for neighborhood kids: Hopscotch, walk a tightrope, jump on the letters of the alphabet. It takes us a full hour to fill nearly two blocks of sidewalk. By the end, my five and ten-year olds are racing bikes over the chalk, and the other two kids are yelling at them to quit. Time for lunch!

12:00 p.m. The age old delicacy of peanut butter and jelly sandwiches. After helping the kids pile carrots and celery on the plates with their sandwiches, and pouring milk, I sneak away with my sandwich to get some grading done. Today, I'm reading Every few essays, I pause to answer another email.

12:30 Chores. Everyone takes a different area of the house to tidy up. I assign the areas and take the television room for myself. There's only a pair of shoes that need to be put away, and then I can hurry back to the grading that was only partly done.

1:00 Free time for the

kids. Work time for me. This is a protected hour for me where I don't help kids with anything. This is a time I can schedule meetings, make calls, grade or record lectures. Today, I'm recording a lecture.

1:02 Start again. I don't like the way that one began.

1:03 Did I seriously just say, "Hey, guys!" to my GENDER COMMUNICATION class?!? Start again.

1:15 Oh *!#@&*. I realize that I've been talking very animatedly at my computer screen during the lecture, but the "mute microphone" button is selected. The video hasn't picked up anything I've said for the last 12 minutes. Third time's a charm, right?

1:22 Was that my 5-year-old daughter's nude behind I just saw streaking behind me and running away on the camera? Oh heavens. I give up. I'll try to record later. Maybe I'll just work on some more grading.

2:00 Time for round two of Academic Time. This time the 12-year-old needs help making an annotated bibliography. The 10-year-old is working on a digital escape room. The 7-year-



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old has decided her arms are made of rubber and she can't hold a pencil anymore. The 5-year-old is going to watch a Leapfrog reading video.

2:04 The seven-year-old's legs are rubber too. Apparently she can't sit up in a chair.

2:30 The seven-year old managed to write three sentences on a page. Her academic time is over. She joins the five-year old watching a video. I'm pretty sure it's not the educational one I left on before. There are singing ponies on the screen.

2:45 Time for a ZOOM meeting with an advisee. Five minutes in, my five-year-old brings me an apple and a very sharp knife and wants to know if I'll cut it for her. I am nowhere near a table. Her father is in the kitchen. I cut and talk about science class options for next year.

2:48 The seven-year-old saw the five-year-old's apple and wants one too.

3:00 ZOOM meeting ends, and I hand off the computer to the 12-year-old for a ZOOM chat with one of her teachers.

3:05 I ask the 10-year-old to stop playing recorder while his sister is in her ZOOM meeting.

3:06 I ask the 10-year-old to stop running through the background of his sister's ZOOM meeting with a blanket streaming out

behind him.

3:07 I tell the 10-year-old that no, he can't run through the background without the blanket either.

3:30 Time for outdoor adventures. We decide to put the newly honed bicycling skills of the 5 and

Sometimes they really are good siblings.

3:51 We decide we can ride some more, and have fun searching for hidden treasures.

5:00 Before we duck back into our house, we do a last run on the sensory

get to mute their microphones after they speak, and there's terrible feedback. I secretly keep muting their mics for them every time they talk. The next time they go to speak, their mouths move, but no sound comes out. I un-

I cover my video camera with my thumb as I dramatically point to each child and then make a slicing motion across my neck at them. They leave, bickering over whose fault it is that I'm mad.

5:30 Dinnertime togeth-

6:30 Dinner is done, another round of tidy up has begun. The five-year-old quietly sneaks off to play a game on an iPad while everyone else is cleaning.

6:45 We play a round of the game Coup together. Great game! The ten-year-



Pictured above: Becki Bowman, Professor of Communication, and her kids

7-year-olds to work and do a geocache bike ride.

3:43 I scoop the five year old out of the pothole she tried to ride through and check her face for cuts and bruises.

3:49 The ten and twelve-year olds come racing back to where I'm still holding the accident victim with band aids and an ice pack.

path. Neighbor kids have extended it so it's now three and a half blocks long. We arrive back home hot, sweaty, and thirsty. The kids are quickly shooed out of the kitchen by their father who is trying to make dinner.

5:01 I start a ZOOM call with a committee from work. Several people for-

mute them.

5:12 The 10-year-old sneaks into the room with a blanket over his head and sits next to me and reads a book under the blanket.

5:15 The 12-year-old comes into the room and tries to pull the 10-year-old out of the room. A tug of war over his arm ensues.

er around the table. We try to make time for this every night even when we're not in a pandemic. We go around the table telling our highs and lows of the day. We tell silly jokes and ask our Alexa to play a dozen different songs. In this moment, nothing could be better. Nothing is more important. This is what I live for.

old wins. His sisters declare the game wasn't fair.

7:00 The younger two kids brush their teeth. I do another email check and respond to a couple of messages on my phone while saying, "Keep brushing!" The girls and I read stories together. The five-year-old reads Go, Dog, Go all by herself. (Cont. on p. 6)

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(Cont. from p. 5) No one may help her with any words. She will read every single word on her own. There are 72 pages in this book.

7:28 Go, Dog, Go ends.

7:30 Bedtime for the littles. They think they need another cover. And drink of water.

And maybe one more trip to the bathroom.

7:35 Lights out for the girls.

7:36 The five-year-old can't find her favorite penguin stuffed animal. It was here just a minute ago.

7:39 The seven-year-old wants me to feel her wiggly tooth. She's afraid she might swallow it in her sleep.

7:41 Am I sure she won't swallow it in her sleep?

7:45 The seven-year-old really needs to know right now how the Coronavirus got on earth at the very beginning of it. Where did it come from? How did animals get it? Did God make it? How old is God?

7:49 The five-year-old would like me to know that she doesn't have any bones in her lips.

7:58 The little girls' room is quiet.

8:00 The two older kids and I sneak downstairs to watch an episode of Ugly Betty. While we laugh at jokes from 2010, I respond to several more emails and download student assignments to grade later.

I listen to them giggle at America Ferrera dancing in a hotdog costume while I type up notes from the committee meeting I led earlier in the day.

8:50 Show's done and the big kids get ready for bed and read for a few minutes while I finish emailing the notes to colleagues and I write up a list of the ZOOM meetings for the next day.

9:15 I tuck in the older kids after a quick check in. On the outside, they seem to be handling this pandemic thing pretty well, but I don't know. How can it not be affecting them?

9:18 I check on the younger girls. Why is the five-year-old wearing goggles? I am sure those were not on her when I tucked her into bed.

9:20 I wander into my bedroom and see my husband. Oh yeah. I'm married. Was he here all day?

9:30 Time to really start work for the day. I sit down at my computer and re-record the lecture I tried to start earlier in the day. I do two more for next week. I create several online quizzes and write lessons plans. I email a few students who haven't been logging in frequently and encourage them to come back to class. I read an email from a student who explains that his family was moving in the middle of all this, and he

didn't have internet access at his new home yet. I think about how lucky we are to have what we do during this pandemic. I grade some tests and updates the online gradebook. I like teaching, but I definitely liked it more when I got the compensation of the in-class interaction.

12:30 a.m. I realize I haven't moved my legs in nearly three hours. I stand up and stretch. I'm tired, but my mind is wired from working. I find my pajamas and pour a bowl of my five-year-old's Lucky Charms for a snack. I sit next to my husband and watch an episode of Big Little Lies to unwind.

1:45 a.m. I stumble to bed, already half asleep, and after one last check in on the kids, I turn off my light. I hear rain out the window and I realize that the sensory path will be washed away before morning. Tomorrow, we'll wake up and there will be no evidence that today ever happened. I am asleep before I can form another thought.

2:00 a.m. The five-year-old wakes me because she can't find her penguin again. I walk her back to her room and find it's right there... on her pillow. I tuck her back in and stumble back to bed to dream about doing it all over again tomorrow.

MOURNING, YET CELEBRATING, THIS SEMESTER

By Julia Largent

When I first heard we were moving to remote learning, I was both stressed and relieved. Stressed because I've only ever taken online courses, not taught online. Relieved because I believed it was the appropriate thing to do for the safety of our campus. Even though I was immensely sad the last day of classes before Spring Break, I was very much in a "get everything situated mode" and then one of my seniors stopped by my office noting that he might not see me again and wanted to thank me that's when it really hit. It hadn't even dawned on me that remote learning also most likely meant no or virtual commencement. It had started to hit home how much this was impacting this semester. Not only was I sad that I wouldn't get to celebrate with my seniors in May, I was also mourning the end to conversations and interactions with students in my classrooms. Moving online, I've tried to replicate some of this but I knew it would never be the same.



Pictured above: Julia Largent, Assistant Professor of Communication and Spectator Advisor

I'm so proud of our students and how hard they have worked to make this semester still a good semester. I'm also proud of how my fellow colleagues have rallied together to support each other and our students. This semester has ended in a tough way missing out on firsts and lasts but it's also shown how strong the McPherson College community really is.



STAFF AND FACULTY

I REMEMBER...

By Tom Hurst

I remember learning to use a multi-party, rotary dial telephone that sat on a corner desk, my parents' first phone.

I remember learning to use a single-party, rotary dial telephone hung on the wall.

I learned to use a manual typewriter in junior high school and continued to use the "portable" machine through all of my undergraduate courses. Mistakes had to

be fixed, one by one, with a circular eraser attached to a small brush and, after that, with messy, white correcting fluid.

I learned to drive in a three-speed 1958 Ford with the stick shift located on the steering column. I eventually drove a five-speed stick-shift Toyota.

I learned to use an electric typewriter that had a white inner tape to help correct mistakes.

I learned to use an electronic typewriter with a round steel ball with letters on it.

With difficulty, I learned to use Apple computers, one model after another struggling to learn every concept, every software, every whatever I needed.

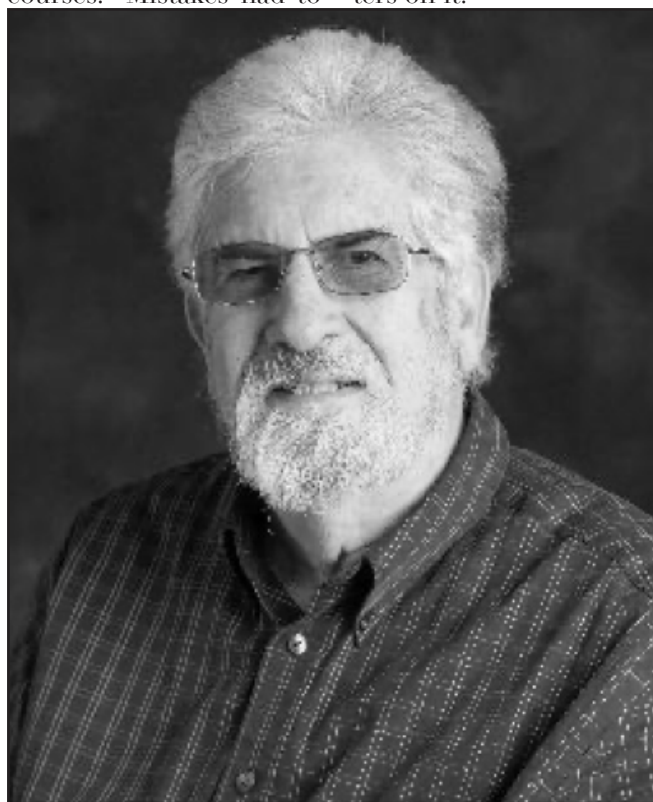
I came to McPherson, Kansas, in 2006 and learned to adapt to an IBM style computer with its software.

In 2010, I bought my first hand-held flip phone and, with a SmartPhone, sent my first text in 2019. I've learned to use its GPS, camera and calculator apps.

Both my vehicles are 20+ years old. I will likely have to take a month-long training course to learn how to drive the next vehicle I buy.

And now..... now I am learning, slowly, with great difficulty, how to teach my students online. More than a month has now passed, and I'm proud of what skills I have learned.

I've had to learn a lot in my life. The learning never, ever stops! And, now, I lay awake at night envisioning my entire summer spent with a tutor teaching me how to be a better on-line teacher! What a life!



Pictured above: Tom Hurst, Adjunct Instructor

A QUIET CAMPUS A STRONGER COMMUNITY

By Michael Dudley

A couple of weeks ago I came to campus to grab a few things out of my office and check the mail. As I walked over to the union, it struck me how quiet it was. I was literally the only person on what typically would be a day of students, faculty, and staff walking to their various classes, meetings, and appointments. A pit formed in my stomach. I missed "normal."

Five months ago, the thought of teaching a hands-on class online would have sounded absurd. How would that even be possible? Fast forward to now, and it has been a reality. These past six weeks have been reminiscent of my first semester teaching at McPherson College

where each week I was brainstorming and creating new material for the next. In some ways I have enjoyed it. I have learned new ways that I can implement online tools into my classes moving forward. Because of that, I think my classes will be improved moving forward. But obviously that positive aspect does not account for the loss I feel of not being able to interact with my stu-



Pictured above: Michael Dudley, Assistant Professor of Technology

dents. I miss seeing their skills progress over time in the trim lab. I miss the conversations about their daily lives.

There are only a few weeks left in the semester. I have been proud to see everyone on campus pulling together in a different way, because it is the community of McPherson

College that makes it so special. And we work hard. President Schneider talked about that in our most recent Zoom meeting and it struck me how right he was. I am confident that whatever happens over these next few months, that we will all be stronger because of it.

STUDENT STORIES



WHAT DO ONLINE CLASSES MEAN FOR AUTO RESOTARTION STUDENTS?

By Mason Duffey

On March 17, 2020, McPherson College announced that it will “complete the second semester remotely using on-line technology beginning on March 30.” This new plan for education stirred up even more stress, questions and some discontent from some students, especially the restoration majors. As a restoration major myself I wondered how this online education would

affect the restoration program’s famous hands-on shop classes. The restoration program prides itself on fully preparing its students by teaching them all of the hands-on knowledge of working on a car, from sewing seat covers to rebuilding an engine. While they can still get the same book knowledge, switching to online classes means students will miss out on the core hands-on knowledge that is essential to their degree. Before

students left campus, an impromptu meeting was held for the restoration students in Templeton Hall, hosted by the restoration department faculty. They informed that they would work their hardest to equip students with the best education as possible. I reached out to some of the restoration students who will be severely affected by this -the technology pathway students. The technology pathway is the most hands-on path-

way a restoration student can take. It involves the most restoration specific classes, most of which are based on working in a shop to gain first-hand knowledge working on a classic car. Student Brandon Chaffin, a sophomore in the program, said “Automotive classes held online are a huge letdown. It’s definitely not the type of education I want, for the dollar amount I’m paying.” During the meeting held in Templeton, an idea was

mentioned about having free workshops, or classes on the weekends for students that missed out on shop time this semester. I asked Chaffin what he thought about this idea, and if it was something he would be interested in. He followed up with “I would definitely be interested in in free shop tutorials held during the next semester. I feel that would be a great gain for students in the restoration program that felt like they didn’t get the

proper education that they paid for.” I asked several other restoration majors from different pathways, and everyone thought it would be a great idea. Those students that are interested in learning the hands-on skills could still learn it and be able to spend more time with professors perfecting their craft.

NEW STUDENTS HIT THE COURT AND FIELDS

By Donalvon Shaw

As McPherson College faces tough times during the COVID-19 outbreak, the school has begun looking toward the fall semester academically and athletically. As the new class of first year-students gets ready to face their new beginnings here at McPherson, coaches across campus are getting ready to face the next season of competition. They are doing this by bringing in new students to fill the spots the seniors once held. There have been numerous new commitments from incoming freshmen and transfers from junior colleges around the coun-

try.

When talking to the incoming first-year students, they gave me insight into their life-changing decisions and why they believe McPherson is the right place for them to call home. Freshman basketball player, Alex Van Patten, began to explain to me why he decided to choose McPherson as his new home. Van Patten liked that at McPherson he would “be challenged academically and athletically and be part of a friendly and accepting team.” Van Patten also hopes to help the team bring home a championship title while pursuing his degree in business finance.

I also talked to transfer, Kaylee Begay, about her commitment to McPherson after coming from Little Priest Tribal College. She said while on her visit she saw that “the people and team were friendly and welcoming, and it just felt like a good choice and the players were ready to work hard.” Many more incoming students are getting ready to take on a new phase of life here at McPherson College. They are ready to take our teams to the next level of competition during the upcoming fall and spring semesters.

ONLINE CLASSES AMID CORONAVIRUS OUTBREAK

By Raegan Kleppe

On March 31, 2020, McPherson College had their first day of online classes since being sent home amid the Coronavirus outbreak. No one was prepared for this, not professors, administrators or students. Everyone knew it was going to be a difficult transition, but everyone at McPherson College knew that we were going to get through it together. Over the extended spring break, teachers have been working diligently to move their classes online, even though the classes were not designed to be online. The professors have told the students that they are going to work with the stu-

dents, because they know that students didn’t sign up for online classes, so they aren’t prepared for them.

The professors have been communicating very well, and not just in terms of classes, but also with the students’ personal lives. The professors at McPherson College have been showing that they truly care for their students during these hard times by being very understanding that everyone is in a stressful situation and online classes are not what they signed up for. They also realize that transitioning home is a very difficult task, so they have been checking in with their students and making sure

they are transitioning well.

Students are adapting well to being home and transitioning to online classes with help and support from their college and their parents. Like many students, Antonine Detavernier struggles with “having self-discipline to finish my work on time.” One benefit of being home is that students have more time to focus on schoolwork because of quarantine, but all the stress from the Coronavirus has an effect on the students. Overall, online classes had a great start and hopefully it stays like this for the rest of the semester.