



CUMULUS

spring 2013

a digital publication of Cloud County Community College

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Colophon

Cumulus was typeset in Adobe Minion Pro, Regular 16/24. This document is the product of two classes at Cloud that pooled their collective talents to create this document. Special thanks go to student designers Chris McDonell, who worked tirelessly as a volunteer, and Logan Stallbaumer who spent countless hours creating the six interactive maps starting on page 23.

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Story Chasing: Capturing Moments at Cloud

by Marc Malone, Faculty Advisor for Cumulus

Welcome to the first edition of Cumulus, Cloud County Community College's newest publication. Cumulus serves two intertwined purposes. The first is to document and catalog a year in the life of a college. For this purpose, the publication is, in essence, a traditional yearbook. A place to keep track of names and faces and the times that change around them. Cumulus strives, however, to go beyond a simple collection of names, faces, and events. Cumulus is a place for the student writers to explore, in long form, the events that are happening around them, the things about Cloud that matter to them. This year, student writers paused to take a look at their surroundings, at academic programs, at service projects, and at historic exhibitions. They translated these reflections into long-form stories that are told through the mediums of printed words, digital slideshows, and in one case, an audio documentary.

That the students have a place in which to produce this stories in long form is significant. We live in a world of short form communication: status updates, tweets, snapchats and the ever-present email. We communicate more and in more ways than every before in human history. Yet when we go long we lose our

cu·mu·lus

/kyoomyeles/ n. A cloud forming rounded masses heaped on each other above a flat base at fairly low altitude.



ability to go wide . We are in danger of losing our ability to pause and study an event, to learn from it, and to find in it significance. Giving students time and place to pause and reflect on their experience at Cloud is an indispensable portion of this new experiment in digital publication.

Cumulus--the title of this publication--was dreamed up by Leah Hill, a student writer during the Spring 2013 semester. Cumulus--a type of cloud--is, on the surface, a playful reference to the college and the area it serves. But the name is pertinent for more than just this reason. The word cumulus derives from Latin and means a mass or a pile, in this case, of saturated, unstable air. Cumulus clouds form when this saturated, unstable air is forced upward due to convection. This process literally forces the saturated air to pile up, forming the cotton ball-like billows we see above our heads. Given the simple catalysts of moisture and convention,

the transparent mixture of gasses that constantly surround us piles up into something substantial, something significant.

This process of cloud formation reminds me of the impulse to stop and reflect on the world around us. We are all capable of pausing and of finding the significance in the world around us, it's just that we so often don't because the world moves so quickly. Without a catalyst--a larger impulse or push from an outside source--we end up missing out on the treasures that are buried deeply in the world around us. I know this publication has served as the catalyst for reflection this semester, and I hope it continues to do so in bigger and better ways in the future.

This and future issues of Cumulus will live in the cloud, permanently available for you to revisit as a reminder of a special location that has been serving as a gathering place of ideas and people for nearly fifty years: Cloud County Community College.



TOGETHER, WE CAN MAKE A DIFFERENCE

by Emily Barletta

As a Resident Assistant at Cloud County Community College I have been a part of many experiences and activities, but one stands out more than the rest. Every year, each Resident Assistant is required to undertake a large-scale service project. I chose to bring light to a topic close to my heart: cancer awareness.

My reason for selecting this project hits close to home. In February of 2011, my mother lost her fourteen-month-long battle with brain





cancer. During the time my mom was sick, I had a lot of questions, and there were many things I quite simply just didn't understand. I felt lost. I felt like I couldn't help my mom. I knew after seeing the personal effect cancer had on both my mom and my family that I wanted to help educate others and raise awareness.

The chance, however, to raise awareness for cancer didn't come for another year and a half when I was selected to be a Resident Assistant at Cloud. I was told over the course of my sophomore year that I would need to come up with a service project that would impact the college, community, or the world, and I knew that this would be my chance to honor my mother's memory.

During my planning of the project I became increasingly frustrated by the fact that cancer in general wasn't being represented as a whole. In the media we rarely hear about anything more than breast cancer, and after seeing an ad state, "real women should be respected because real women deal with breast cancer," I knew something had to change. That frustration then set the stage for me to decide exactly what my project would be all about. Because each type of cancer is associated with a specific color—grey for brain cancer, orange for kidney, teal for ovarian cancer—I chose a tie dye

tee shirt to represent them all. The tee shirts had a simple statement reading "CURE CANCER" with the words "I know I can make a difference" underneath. The sub-heading came from Francie's I Can Make a Difference Fund, a cancer fund set up in my mother's name. The plan was to sell the t-shirts and rally everyone at Cloud to wear them on the same day. As I worked to see this project come together, I couldn't have been happier to honor my mom while bringing light to all cancers in general.

Overall the tie dye shirts were a success. Along with my fellow R.A.s, I was able to sell all the shirts we had ordered, and on my birthday in February, the college was awash in colors as staff, faculty, and students proudly wore their shirts. Watching the project come together, I felt like I had finally been able to turn my feeling of hopelessness into something positive. More importantly, I was able to show people that there is more to cancer than just what they see in the media, and that together, we can make a difference.



the **KWU** **Connection**

Three Cloud County graphic design alumni who are currently attending Kansas Wesleyan University in Salina were honored at a reception on April 21st of this year. Alecia Smith and Kendra Forshee are graduating seniors majoring in graphic design. Ciara Stallbaumer was awarded the outstanding student scholarship for the coming academic year and is majoring in graphic design.

Cloud County graphic design students can transfer to KWU as juniors because of extensive coordination done by KWU and CCCC faculty, insuring that both programs fit together allowing for a seamless transition.

Just like it says in the ads, CCCC really is a great place to start ☕



left to right: Alecia Smith, Ciara Stallbaumer, and Kendra Forshee

Second Start

Program Incorporates Retired Racehorses

By Leah Hill



The Mexican border often triggers thoughts of illegal immigration and violence, but there is, in fact, another controversial border issue teeming with brutality and contention that many people do not know exists.

Horse slaughter is legal in Mexico with little to no regulation. Thousands of horses are transported across the border every year for this reason, but what does foreign horse slaughter have in common with Cloud County Community College? The lives of six horses hold the answer.

Through the Second Start program six retired racehorses became part of the college landscape as Dr. William (Bill) McGuire leads this cause supported by the Thoroughbred Retirement Foundation. TRF, founded

in 1983, is dedicated to saving Thoroughbred horses that are no longer able to compete on the racetrack because of possible neglect, abuse, and slaughter. In turn, TRF lends them to institutions like Cloud for further use and provides funding for equine care until the College is able to find permanent homes for the horses.

Because Cloud serves a large agricultural community, it was essential for horses to actually be on campus and contribute to students' hand-on experience. Thus, Second Start was incorporated at Cloud in the spring of 2009. The racehorses, King, Bear, Jeff, Linda, Sergeant, and Sparkle, were allotted to the College for the Equine Management program in addition to three donated mares, which are primarily breeding stock. The foals are then sold and, as Dr. McGuire states, provide "continual turnover" for the program.

The hands-on experience is fundamental for students who are pursuing careers in the Equine Industry. In courses such as Introduction to Horsemanship, Focused Equitation, and Equine Reproduction

students are able to weave together learning in the classroom with the real-life application of using the horses for a well-rounded education. Taunya Kliwer, a sophomore at Cloud, says one of her favorite aspects of taking equine courses is “just getting to go out and ride.”

Skills such as basic care and maintenance, riding techniques, and knowledge of the industry itself are necessary for any horse enthusiast. Equine courses are open to students on campus, and anyone is encouraged to enroll. While interviewing Dr. McGuire, he recalled one of his past students, Antonio Stewart, a basketball player from the Chicago area. Stewart was excited to ride and proved to be a fast learner. Dr. McGuire said he caught on quickly and did quite well due to his athleticism. For those who didn't grow up in a rural community, it's opportunities like Second Start that allows them to take advantage of unique experiences and broaden their horizons.

Not only are students gaining hands-on instruction, they are also getting an exclusive opportunity to learn about current legislation regarding the Equine Industry in Kansas. Dr.

McGuire is an advocate for passing legislation, which would ultimately enable job growth for the horse industry. He suggests that if the income was redistributed for racetracks, then more racetracks would be operating thus creating approximately 6,000-8,000 jobs throughout the state.

Progress in the legislature is important not only for Dr. McGuire and his profession, but also for his students that wish to obtain employment in equine-related careers in Kansas. When interviewed, Nancy Zenger-Beneda, Dean of Sciences and Math at Cloud, noted:

“Dr. McGuire has taken students to Topeka on several occasions to testify for Senate and House hearings concerning the legislation. The students have personally testified as well as interacted with equine industry organizations including the Kansas Horse Council, the Kansas Thoroughbred Association, and the Kansas Quarter Horse Racing Association in promoting the passage of this legislation. It's been an awesome opportunity for students to learn about how Kansas legislation impacts agriculture and specific industries and how legislation influences profits for producers and employment within the state.”

One of the goals of the College is to educate and equip students, and the Equine program is doing just that. Students are encouraged

to use their own voices in a democratic society by promoting the causes they believe are significant. Equine management students are able to contribute toward a change by getting involved in legislation while gaining experience for their futures in this industry.

Students who complete the Equine Industry Management Program at Cloud will be qualified for a mid-level management position at equine facilities. Without racing in Kansas there are few equine facilities that offer employment opportunities. If the bill passes and racing opens in Kansas, not only will employment opportunities in the equine industry expand, but growth in the industry will support other areas of agriculture, including feed sales, equipment sales, veterinarian services, and other ag services.

Despite misconceptions about retired racehorses, they are actually very suitable for riding programs because they are not as likely to overreact in noisy atmospheres. Horses like Jeff and Sergeant were able to get a second chance at life and make Cloud their home. Incorporating retired racehorses into the equine management program at the College



not only fulfilled an educational need, but it also filled a social need. The horses needed a temporary home, and we needed them to help teach students and community members alike the importance of a second chance.



Equine Program Roster

Kerry Bell
Marley Boldra
Kenisha Brewley
Sheena DeLay
Kirsten Studer
Kristin Novak
Lacey Seematter
Jacob Nelson
Malissa Meyer
Taunya Kliewer
Ashlyn Macy



Check out our slideshow of the Equine Program

48 years!



Everybody Loves Ev

By Leah Hill

Boxes emptied. Bags unpacked. Deep breath. Here's to my first year of college. As I sorted my things in the new apartment, I became acquainted with three strangers who would be my roommates. I shared my room with a friendly sophomore, and she enlightened me with some Cloud

County Community College insights. She began to tell me about her experiences at Cloud, which included activities on campus, classes, and the instructors. However, during our conversation, one subject that continued to surface was “Great Society.” The stories poured forth accompanied by laughter and fond memories of this special group. Just a few moments into her recollections, I gathered this group was the well-known college show choir led by a man she referred to as “Ev.”

The first time I remember putting a face to this campus icon, he had a cheerful grin and a cup of coffee in hand, which according to

Susan Sutton, Dean of Humanities and Social Sciences, is “his hallmark.”

From Cloud's inception, Dr. Everett Miller has been a pillar of the college, impacting everyone he meets. And this year it is all set to come to an end. He will retire after the Summer 2013 semester. Faculty, staff, and students—both past and present—would attest that Dr. Miller's presence at Cloud has been incredibly influential. Behind colorful ties lies the heart of a man whose jovial enthusiasm translates to teaching music education, helping his students grow, and his commitment to historical preservation.



Dr. Miller attended Fort Hays State University where he earned his Bachelors in Music Education. Later, he obtained his Masters in Music Education at the University of Idaho and finally his doctorate at Kansas State University.

He began teaching classes for Cloud County Junior College in 1965. That year a group of students combined their talents to create the “Mixed Ensemble,” which featured two acoustic guitars, a bass, and vocalists. The following year, the group evolved into a folk singing group titled, the “Great Society,” led by Dr. Miller.

Today, the chorale group performs regularly with Dr. Miller as their director. The group travels to local high schools as well as larger venues. In the past, they’ve performed in New Orleans; Vancouver; Brisbane, Australia and Varna, Bulgaria. Over the years Great Society participants have performed for thousands on stages both large and small, including World Expositions and starring as a “warm-up” group for Bob Hope Show in 1974.

In an interview, Dee Dee Coppoc, Coordinator of Academic Advisement

Services, said that Dr. Miller is “just fun to be around.” Coppoc was an accompanist for Great Society during 1988–1990. She emphasized how Dr. Miller encouraged each person to use their musical skills and said, “Great Society and Everett go together.”

“It’s hard to put into words what Everett has meant to us...He made me appreciate the gifts God gave us.”

Throughout Cloud’s history, Great Society has been a mainstay. With over 1,000 alumni from the choir, every participant knows, according to Carleen Nordell, Dr. Miller “enhances people’s talents” and gives students “opportunities they never had.” Nordell, a former Great Society member and now the Director of Student Activities at Cloud, said, “It’s hard to put into words what Everett has meant to us...He made me appreciate the gifts God gave us.” Dr. Miller teaches students how to sing harmony and works with them to



increase their vocal range, yet he leaves a lasting mark with his humor and his “contagious” personality. His involvement stretches from Community Band to Youth for Music, Show Choir Camps to musicals, aside from instructing classes and directing Great Society.

As the time comes for Dr. Miller to retire, it is noteworthy to not only mention his collegiate involvement, but equally important to describe his historical preservation in Concordia as well. He has been instrumental in the restoration of the Brown Grand Theatre. Built in 1907, the theatre boasts a Renaissance style with native limestone and locally-fired brick. It is a magnificent piece



of the past, recognized as a National Historic Building. As a result of Dr. Miller's efforts, it has once again become a jewel of Cloud County. Great Society has performed at the theatre, which is a testament to both realms of Dr. Miller's contributions in academics and historical preservation. Sutton commended his efforts to "preserve the footprint" of the P.O.W. Camp north of Concordia, which hosted around 5,000 World War II soldiers. There were over 350 buildings in the camp complete with a hospital, a post exchange, and even a community band. Dr. Miller tells of the prisoners' positive experiences they had while in Camp Concordia, regarding it as the "best two years of their lives."

Dr. Everett Miller began his journey with Cloud County Community College 48 years ago and neither the college nor the community has been the same since. This man leaves a legacy for Concordia where he will be remembered as an advocate for historical preservation and as a treasured instructor.

Packing bags is symbolic for the changes of life, and just as I will soon be packing mine after graduation, Dr. Miller and his wife will also be gearing up for travel following his retirement. As they travel leisurely across Kansas, they won't be accompanied by a bus load of college chorale students, but there's no doubt they will journey with the sound of music. 🎵



Dr. Everett Miller

Miracle Mike

By Leah Hill



The documentary version of this article was awarded the KAB Student Award for Documentary Production in 2013



Twenty-one years battling his own body. Twenty-one years spent with spasms, paralysis, and daily obstacles. Michael D'Agostin mirrors a miracle, and he is a shining example of what a positive attitude looks like.

Just one year older than myself, Michael exhibits a courageous frame of mind even as he faces challenges that most people my

Twenty-one years battling his own body...

age never consider. Michael has overcome the doubts of doctors who claimed he would never walk or talk.

I met Michael during my sophomore year at Cloud. I had previously enrolled in a course taught by the radio instructor, and lo and behold we had the opportunity to gain broadcasting experience. I was excited to learn about the ins and outs of radio, but

Mike D'Agostin



what happened next was something I hadn't expected.

When I first saw Michael, my impression was probably like most others' when they see him. His thin frame sat in a motorized wheelchair. By the position of his body, I could tell there was a lingering discomfort, especially in his crippled hands and other stiffened joints. Yet his smile was bright and his greeting was warm.

Perhaps one of the reasons Michael's smile remains so bright today is the fact that he is fulfilling his dream.

During the summer of 2011, Michael's favorite radio station underwent a distinct format change from playing alternative music to broadcasting news. This event disappointed him and made him realize the importance of radio in his life, and in turn, his passion translated from being an avid listener to becoming a radio show host himself.

It was during that same summer that Communications instructor John Chapin met with D'Agostin and the two discussed their shared interests of radio. It didn't take long for Chapin to encourage him to become part of

the broadcasting crew at KVCO, and Michael decided on the spot that he wanted to join. He has been hosting his own shows ever since.

It's not just the intricately compiled playlists, the themed shows, or even the savvy technology implemented in the broadcasts. It's the heart and enthusiasm that Mike puts into his shows that truly makes them special. With special technology as well as assistance from Chapin, Michael Maxson, and his supportive mother, Nancy D'Agostin, Michael is able to broadcast live at our college's radio station. His speech may sound a little different than other DJs, but the quality of his broadcasts are just as good if not better than other shows.

Due to the effects of spastic quadriparetic cerebral palsy, he can have spasms at any time and randomly lose control of his body. However, he courageously goes on air and does what he loves despite physical limitations. He is fulfilling his dream. He broadcasts every show live and local, which according to Mike is "the way radio should be!"

Each year the staff at KVCO submits pieces of work to the Kansas Association of Broadcasters, and this year we compiled a

documentary of Michael's story to enter in the contest. Chapin, Ms. D'Agostin, Maxson, and I were all part of the project. I was honored to be the narrator and thoroughly enjoyed getting to know Michael and his mother as we wrote scripts for the documentary. It has been one of my favorite activities at my community college thus far.

Being able to tell someone's story who has overcome so much and is able to fulfill their dreams means more than words can convey, and I am fortunate to have been part of sharing Michael's story. We have included the documentary in its entirety for you to listen to, and it is our hope that Michael's story inspires you to count each day as a blessing.

[Click here to listen to Mike's interview.](#)



International Influence

at Cloud County Community College

When I came to Cloud County Community College the Fall of 2012 it was a bit of a culture shock. Coming from a small 1A school in northeast Kansas, I really wasn't exposed to a diverse group of people from around the world. Every two years my school did host a foreign exchange student, but other than that, I went to school with the same people from First grade to graduation last May. It got me asking questions like why would someone travel thousands of miles to come to small community college in the middle of the United States? Or what are the differences between Cloud and their hometowns? To answer these questions I went straight to the source and interviewed a few of the many international students that attend Cloud County Community College.



Tommy Tryon

Mikayla Soderstrom Canada



•What brought you to Cloud County Community College?

I ended up at Cloud through word of mouth, this past summer when I was playing in a recruiting tournament on the Canada Adidas Futures Softball team. Coach Acree heard about me from the tournament and offered me a scholarship.

•How many miles is your hometown from Cloud County?

My home town is Chilliwack, BC Canada which is 1,845 miles away.

•If you travel home by airplane how long does it take to travel home?

About 6 hours.

•What are your future plans after Cloud?

After Cloud I would like to continue playing softball and hopefully receive a scholarship somewhere within Kansas.

•What is your favorite dish from home?

My favorite dish from back home would probably be a poutine.

•What was the most difficult thing to adjust to when you first came to Cloud?

The most difficult thing to adjust to when I first came to Cloud was the fact that I couldn't see my little siblings who are 3, and 5.

Kerbson Lubin Haiti



•What brought you to Cloud County Community College?

I came to play soccer and to get an education.

•If you travel home by airplane how long does it take to travel home?

It takes 2 planes. One from Kansas City to Dallas, and another from Dallas to Miami (currently lives in Miami).

•What are your future plans after Cloud?

I want to go to a Division 1 school and play soccer and also earn a degree.

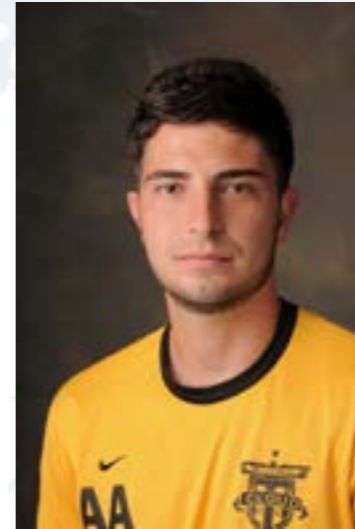
•What is your favorite dish from home?

Rice and beans with chicken.

•What was the most difficult thing to adjust to when you first came to Cloud?

Adjusting to the culture and language .

Angelo Alessi Venezuela



•What brought you to Cloud County Community College?

I came to Cloud to play soccer.

•If you travel home by airplane how long does it take to travel home?

12 hours of total travel.

•What are your future plans after Cloud?

I want to continue playing soccer at a Division 2 university.

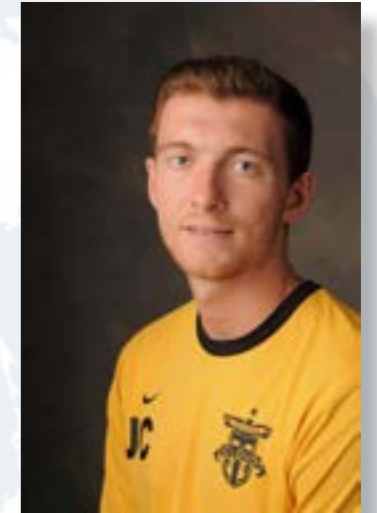
•What is your favorite dish from home?

Arepas (chicken and avocado stuffed cornflower sandwich).

•What was the most difficult thing to adjust to when you first came to Cloud?

Adjusting to the language and living in a small town.

Jonathan Croasdale Great Britain



•What brought you to Cloud County Community College?

I came to play soccer for the National Champions.

•If you travel home by airplane how long does it take to travel home?

A full day with three flights, the longest being about 9 hours.

•What are your future plans after Cloud?

My future plans are to continue playing soccer, become an accountant, and see the world.

•What is your favorite dish from home?

Homemade stew with crusty bread.

•What was the most difficult thing to adjust to when you first came to Cloud?

The accent and slowing down my speech so that others could understand me.

Alioune Mboup Senegal



•What brought you to Cloud County Community College?

I came to play basketball and get an education.

•If you travel home by airplane how long does it take to travel home?

It is a 4 hour drive from Concordia to Kansas City, 2 ½ hours from Kansas City to DC (by airplane), and 8 hours from DC to Senegal.

•What are your future plans after Cloud?

My future plans are to play basketball at a Division 1 school and earn a degree.

•What is your favorite dish from home?

Chicken and Rice (Yassa).

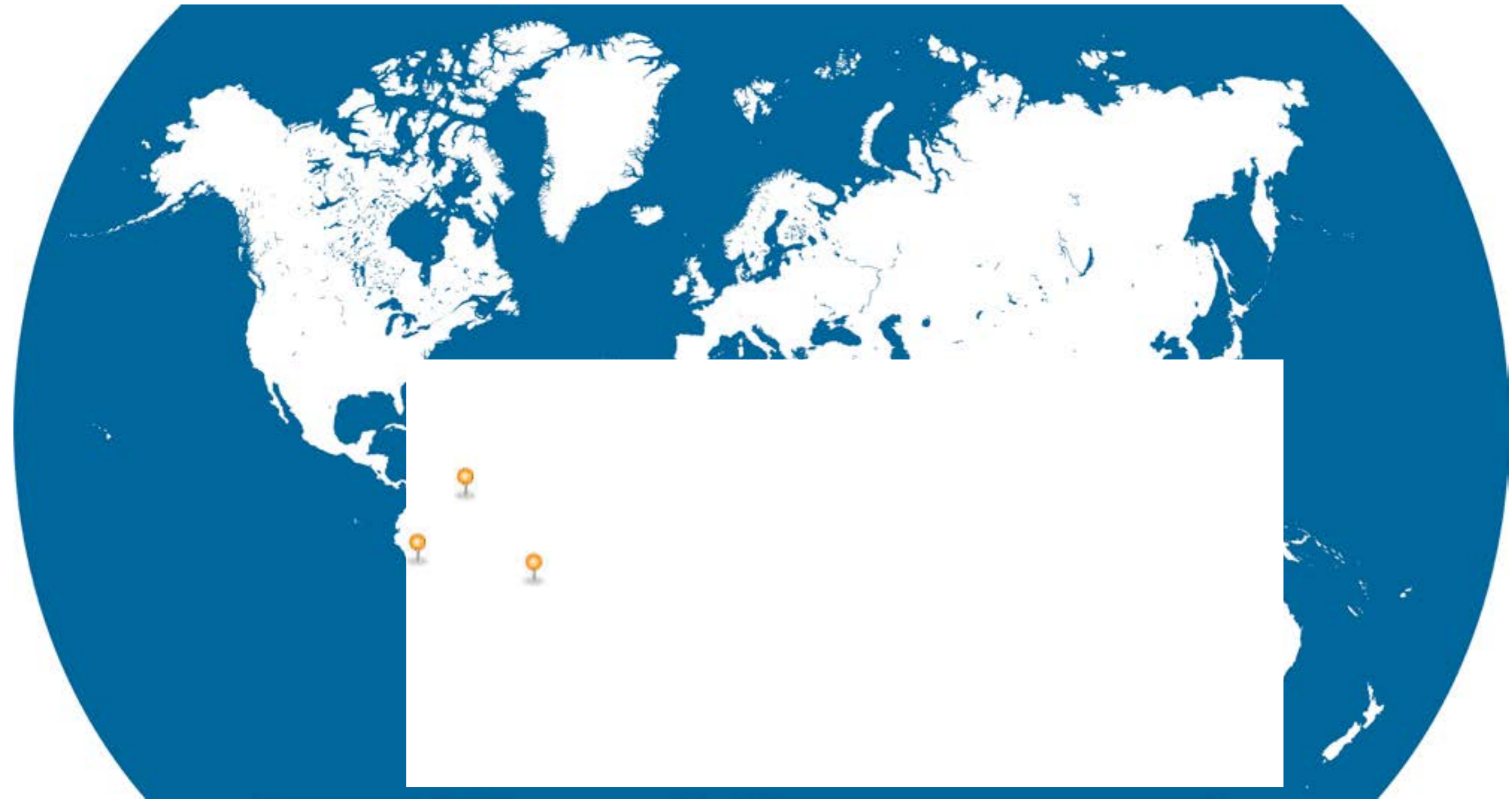
•What was the most difficult thing to adjust to when you first came to Cloud?

It was difficult for me to start speaking English, and having things I can't have to eat or drink such as pork (because of religion).

North America



South America



Africa



Asia



Australia & Pacific Islands



Europe & the Mid. East



Ty Hughbanks

By Ian Lewicki



lim·nol·o·gy |lim näl o jē
noun

the study of the biological, chemical, and physical features of lakes and other bodies of fresh water.

Great educators are hard to come by, can get the subject matter across to any type of student, and care enough to see that every student reaches their maximum potential. Having one of these teachers at Cloud County Community College is a privilege to say the least, and Ty Hughbanks is just that type of teacher.

Ty is a native to Kansas, hailing from Medicine Lodge where he graduated from the local high school. He then went on to Northwest Oklahoma State University where he got his Bachelors in Biology/ Chemistry. He proceeded to Murray State University where he got his Masters of Science in Limnology, or study of freshwater systems.

As many of us know, Ty is an extremely laid back and fun guy, but he is also an excellent teacher; he is dedicated to the college as well as its students. I recently asked some students to best describe Ty's way of teaching and the

most common answer was "unorthodox." When I interviewed Ty for this article, I asked him what his thoughts were on this title and his response was, "Unorthodox is an excellent description!" He went on to describe his way of teaching as being as truthful as possible about each subject so he can best educate his students.

Ty is also a man of travels. He has traveled to forty plus countries, and because of this he often references his travel experiences. His travels are one of the focal points in his teaching; he always has some story to correlate to what is being taught in class that day. "I feel that my travels have influenced my teaching by illustrating that all things that we learn and experience are connected and will come full circle to influence who we become." Personally, I feel that because of this it is easier to relate to what we are learning in class.

Ty has also taught at Northwestern

Oklahoma State University and Seward County Community College. When I asked him how Cloud compared to these other institutes that he taught at he described Cloud a very positive, and said that, “A job brought me, but the community kept me here.” He also went on to describe the school and faculty by saying, “The factor of all institutions that define greatness is the people comprising the institute.”

Part of that community lies in his students, and Ty has certainly left an impression on their minds. Even if you do not like him, it is hard to say he is not unique. Ty’s classes are as fun as they are informative, and that is one of

the things we students look for in a teacher. The more we enjoy the class and the teacher, the more apt we are to remember and make connections to what we are learning. When I asked Ty for some words of wisdom for the students at Cloud he said, “Never stop educating yourselves. This will cause you to develop a better networked brain, which in turn allows you to attain the objectives and priorities in life and can lead to more possible moments of happiness.” Ty is the type of teacher who has made connections that most students will remember for a lifetime.



CCCC: Harnessing The Power of Wind Energy

By Tommy Tryon

If you make the journey from northeast Kansas to western Kansas you start to notice many changes along the way. The roads become straighter, the land gets flatter, and the trees are gradually replaced by wind turbines. When I made this trek I always wondered what purpose the wind turbines served. After spending the last eight months at Cloud County Community College, I learned the basics of what the turbines do through

a few friends in the Wind Energy Technology program at Cloud. The basics didn't quite satisfy my curiosity, so I decided to interview Bruce Graham, a Wind Energy Technology instructor, to answer some questions I had including How Cloud County uses wind energy, what skills do Wind Energy Technology students acquire, and what job opportunities are available after they finish the program.

My first question when I saw the turbines and



A slideshow of the shortening of the windmills.



heard about wind energy was what exactly is wind energy and how exactly is it used here at Cloud County. Graham explained that, “Wind is the movement of air and originates from temperature differences on the earth, which is caused by the radiation heat received from the sun. The wind is a form of kinetic energy which can be a useful form of energy, such as wind mills for pumping water, sails to propel ships, and wind turbines to make electrical power. Wind turbines convert the energy in the wind into a more useful form of electrical energy which can be readily transported on transmission lines to customers. Wind energy is an alternative to fossil fuels, renewable, clean, and delivered free of charge.” When it came to Cloud County Community College’s use for wind energy he said, “Cloud has installed two operational wind turbines on campus which help provide for the electrical needs of the main campus. These turbines use the energy in the wind to provide the heating, cooling, and lighting for the main campus building through a highly efficient geothermal system. The savings from using the wind

to power the geothermal system is equivalent to not using: 80,087 gallons of gasoline (10.5 tanker trucks of gas), or the total energy used by 63.6 homes.”

The Cloud County community and college are both so passionate about wind energy that the college began a Wind Energy Technology program. The program offers many different certificates and degrees including, Wind Energy Technology Associate of Applied Science, Degree Wind Energy Technology Certificate, Wind Energy Blade Repair Certificate, Wind Energy Technology Assessment and Development Certificate, and a Substation Technician Certificate. A degree or certificate from the Wind Energy Technology program at Cloud does not limit students to just working on wind farms for the rest of their lives. Graham emphasized that “The Wind Energy Technology program training focus on the following areas of instruction: safety, electrical, mechanical, hydraulic, and computer networks. Students who are trained in these areas can seek career opportunities in many related fields such as:



Kristine Schmidt, President of ITC Great Plains, middle left, presents a scholarship donation check to Wind Energy Technology instructor Bruce Graham.

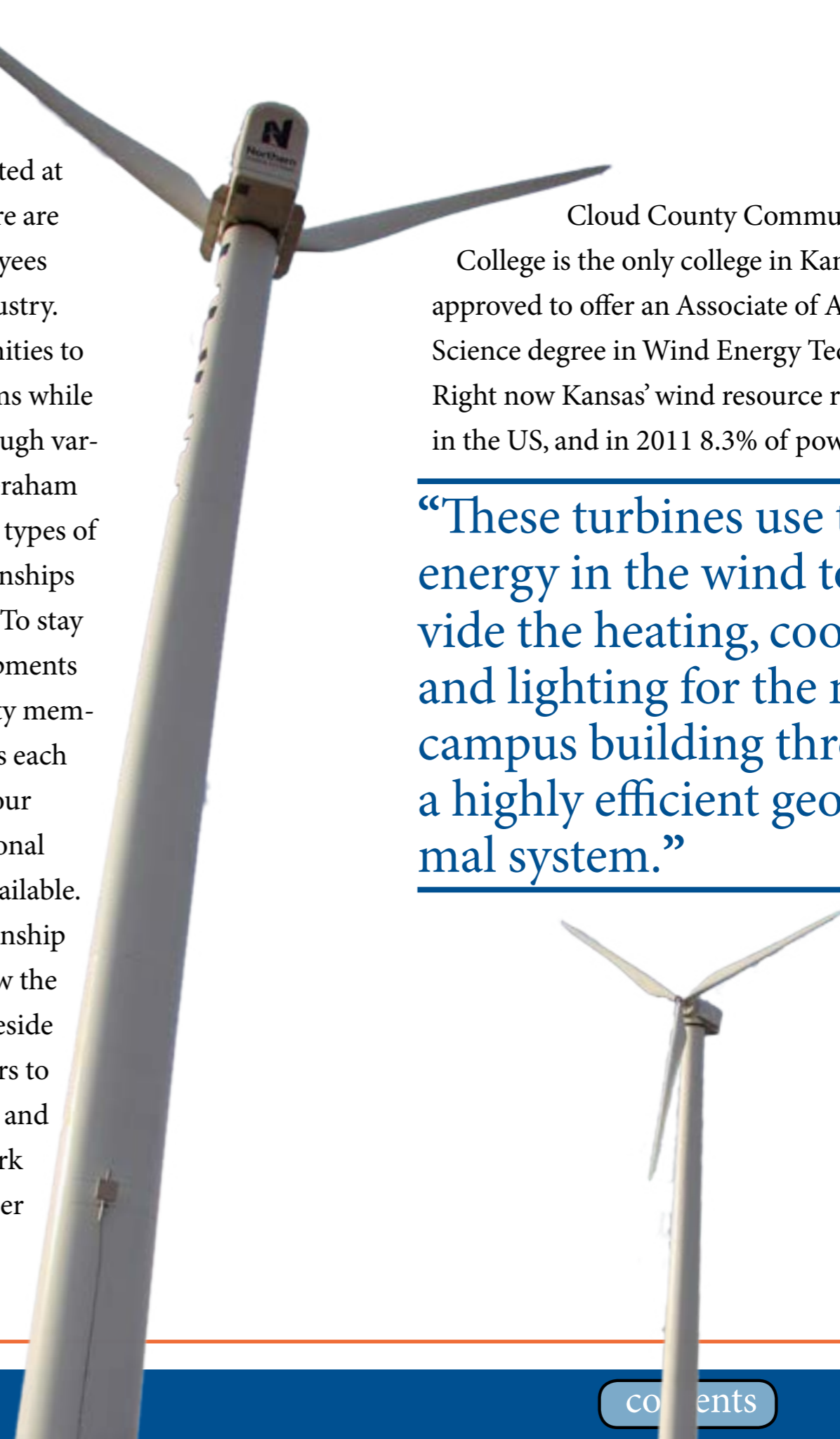
cellular tower service, manufacturing, maintenance, service, electrical transmission and distribution systems, as well as many other career opportunities.”

In the America that we live in today, the economy has shifted and many people are having a very tough time finding jobs within the fields that they actually studied. Another problem is that we are using too many fossil fuels. Fossil fuels are limited in supply and they also are a direct link to pollution. Having a degree in Wind Energy Technology can help with both of those dilemmas. Wind energy has become a major energy employer in the past few years. The wind industry has added momentum each year providing potential for hundreds of manufacturing facilities and thousands of wind energy related jobs. Wind energy employees have the

opportunity to be promoted at a very fast pace since there are very few seasoned employees in this relatively new industry. There are many opportunities to get experience in the farms while you earn your degree through various internships. Bruce Graham stated that, “We offer two types of internships: faculty internships and student internships. To stay current with new developments in the industry, our faculty members complete internships each summer so we can offer our students the best educational training opportunities available. Students are offered internship opportunities which allow the students to work along beside seasoned industry workers to obtain a higher skill level and learn what it is like to work full days in a desired career field.”

Cloud County Community College is the only college in Kansas approved to offer an Associate of Applied Science degree in Wind Energy Technology. Right now Kansas’ wind resource ranks 2nd in the US, and in 2011 8.3% of power in

“These turbines use the energy in the wind to provide the heating, cooling, and lighting for the main campus building through a highly efficient geothermal system.”



Kansas was generated by wind energy. As we drive through the United States, we will see more and more wind turbines in the future. It all starts at Cloud 🌩️



Wind students tour a power station.



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Department of Nursing

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Wind Energy Technology

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Department of Agriculture
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Back Row, from left: Shelly Farha, Dee Dee Coppoc, Ashley Douglas (Director), Diane Leif, Deb Monzon



Information Technology

From left: Joshua Engelbert, Tom Roberts, Clint Ellis





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Carolyn Halferty



TRIO
From Left: Mitch Stimers, Christy Dexter, Vandi Lund
Not Pictured: Tara Shrake



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Janice Stangel



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Back Row, from left: Jolene Clark, Amanda Strait, Kris Farmer



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Back Row, from left: Renea Gernant (Dean of Online and Outreach Education), April Benne, Tanis Finkbiner, Nancy Nading, JoDee Aldridge Ball,



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Janet Eubanks (Director)





Student Services
Carleen Nordell (Director)



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First Row: Deanna Kymer

Second Row: Jenny Acree (Director)



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Gearry County Campus



LisaMarie Cheek
Administrative Assistant to the Dean



Student Services
Jennifer Zaborktsky, Laura Burgess, Miriam Melendez
Not Pictured: Bob Forman



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Online and Outreach Education
Jeanette Pellegrin, Advisor

Athletic Department



Matt Bechard
Athletic Director



Ann Lowell
Assistant to the Athletic Director



Chad Eshbaugh
Head Men's Basketball Coach



Lance Carter
Assistant Men's Basketball Coach



Brett Erkenbrack
Head Women's Basketball Coach



Spencer Farha
Assistant Men's Basketball Coach



Garrett Farha
Assistant Men's Basketball Coach



Lorin Miller
Assistant Women's Basketball Coach





Greg Brummett
Head Baseball Coach



Aaron Acree
Head Softball Coach



Steve Ralos
Head Men's & Women's Soccer Coach



Chris Atkins
Assistant Baseball Coach



Fred Holmes
Assistant Softball Coach



Steve Schroeder
Athletic Trainer



Harry Kitchener
Head Men's Track Coach



Brian Callaway
Head Men's & Women's Cross Country Coach



Ted Schmitz
Head Women's Track Coach



Carleen Nordell
Dance Team Coach

Athletics



Men's Soccer

Front row, from left: Stanley Benjamin, Eddy Milien, Noel Ayala, Chris Telemeque, Andy Stirling, Jeancarlo Pinto, Martin Arias, Rijchgard Fleury, Joel Fahie, and Francis Villalta.

Second row, from left: Kerbson Lubin, Josue Augustin, Walker Hanson, Chris Lavery, Andy Powers, Gefte Blanc, James Morgan, Gerdson Lubin, Leo Palacio, and Jamal Tazi.

Third row, from left: Steve Ralos (Coach), Reece Chaudry, Nelson Milsaint, Adam Halliday, Jake Currie, Jamie King, John Croasdale, Dave Cliff, Angelo Alessi, Ose Alli, Jason Hahessy, and Derek Talcott (Assistant Coach).





Women's Soccer

Front row, from left: Cindy Ponce, Carrie Burnett, Kezia Gumbs, Chanelle O'Dwyer, Laura Hughes, Caitlyn VanEpps, Sapphire Flax-Clarke, Beth Millican, Brandi Jones, and Amber Pullen.

Second row, from left: Steve Ralos (Coach), Carly Grit, Laura Forde, Jasmine Meichle, Katy Plummer, Charlotte Barnes, Georgia Walters, Evie Fagan, Anyi Lamprea, and Derek Talcott (Assistant Coach).



Men's Basketball

Front row, from left: James Williams, Jacob Tanking, Derek Henry, Emeka Okoronkwo, Gerrae Williams, Marcus Fillyaw, DeAndre Henson, and Clint Glaser.
Second row, from left: Derick Nordell, Marvin Smith, Rodney Pryor, Connor McDaniel, Assane Diop, Alioune Mboup, Isaiah Anakewe, Rodrick Robinson, and Ed Dyson



Women's Basketball

Front row, from left: Tangie Hileman, Raneisha Duncan, Jayna Smith, Aleesha Coulter, Jami Hensley, Ajai Ford.

Second row, from left: Megan Stagner, Jordyn Alexander, Brittany Stafford, Kamika Mason, Pearlrae Thomas, Paige Champlin, and Ashley Edwards



Baseball

Front row, from left: JD Peterson, Nathan Sampson, Tanner Lanterman, John Stewart, Cooper Skjeie, Austin White, Jordan Brown, Rodger Diaz, Caleb Blumer, Kody Cox, Cal Zagurski, Chandon Moreno, and Aaric Woodyard.

Second row, from left: Mikabe Erdman, Matt Forsythe, Steven Federau, Taylor Keller, Adam Balliet, Skye O'Neil, Jackson Cain, Shayne Kelly, Patrick Grundman, Chase Reisbenspies, and Zach DeMars.

Back row, from left: Caleb Wilson (Assistant Coach), Chris Atkins (Assistant Coach), Zach Larkin, Taylor West, Jesse Rall, Riko VanderMey, Trevor Rine, Drew Dejmaj, Brendan Hardaway, Daniel Schafer, Tanner Palmore, Vince Froome, and Greg Brummett (Coach).



Softball

Bottom Row, from left: Megan Keplar, Katelyn Bailey, and Tasha Carlew.

Second row, from left: Tavia Fazel, Kaylee Mick, Sierra Eason, Mikayla Soderstrom.

Third row, from left: Kelsey Jones and Chatley Lovvorn. Top row, from left: Madison Bryant, Savanna Luke, and Jessica Downard.



Men's Track and Field

Front Row, from left: Desi Thomas, Cole Callaway, Jimmy Phitts-Rodriguez, Zach Earhart, Phillip Alcorn, Gearge Gathuru, David Gregory, and Paul Hatch.

Middle Row, from left: Cody Allen, Ronnin O'quin, Jovan Inyard, Denroy Ottey, Denray Ottey, Issac Miller, Dennis Barfield, Robert Radway.

Back Row, from left: Trevor Bowman, Fred Lageroy, Wayne Northover, Dakota Webber, Tyler Bray, Dwight Davidson, Josh Charles, and Sanger Pantry.



Women's Track and Field

Front row, from left: Kaitlyn Orr, Kendra Alcor, Page Reed, Paige Krahl, Alani Dodd, and Ilesia Boyles.

Back row, from left: Anna Linton, Kendra Zaborktsky, Vanessa Resh, Roxanne Tyrell, Chioma Agwunobi, LeRia Jenrette, and Katelyn Garrison.



Cross Country

Front row, from left: Alani Dodd, Jimmy Phitts-Rodriguez, Desi Thomas, Cole Callaway, David Gregory III, and Kaitlyn Orr.

Back row, from left: Kendra Alcorn, Page Reed, Zach Earhart, Denroy Ottey, Ronin O'quin, Phillip Alcorn, Vanessa Resh, and Roxanne Tyrell.

Not pictured: George Gathuru, Sanjer Pantry, and Seane' Mapson.



Volleyball

Front row, from left: Ariel Buhr, Averie Gritten, Hailey Kelly, and Prairee Marlier.

Back row, from left: Carley Tolle, Erin Terrell, Madison Hoover, Zendra Zaborkrtsky, Jordan Krohn, and Carley Tolle.



Cheerleaders

Front Row: Thor the Thunderbird.

Second Row, from left: Amber Williams, Shelby Schultz, Tasha Young, Ashley Pugh, Holley Boley, Sarah Dennison, Alex Pierce, Anna Dorman, Kaitlyn Orr, and Charlsie Craig.

Back row, from left: Braden Larson, Brigham Larson, Austin Jensen, Devin Fleming, and Ben Baker



Dance Squad

Front row: Morgan Stryker, Courtney Lanoue, Danielle Moulton, and Dana Johnson.

Second row, from left: Richelle Paulson and Micaella Biekman.

Back Row: Megan Finley, Angel Williams, Tim Hernandez, and Ali Pishney.



Athletic Trainers

Front row, from left: Brad Kramer, Dani Braddock, Jessica Berstler, Kari Prather, And Zach Robertson.

Second row, from left: Connor Lamm, Cody Allen, Aaron McNary, Steve Schroeder (Director), Dereck McNary, Austin Stride, and Shane Wilson

Student Life



Fall Homecoming King and Queen
Leah Hill, Gerrae Williams



Winter Homecoming King and Queen
Connor McDaniel, Chatley Lovvorn



Phi Theta Kappa—Upsilon Tau Chapter

First Row, From Left: Kaitlyn Orr, Dawn Jacobson, Kaylee Wendt, Justin Streeter, Leah Hill, Maegan Boeckman, Laura Wilson. Second row: Clara Hartley, Suzanne Carlgren, Matthew Emerson, Kendra Alcorn, Jenna Roberts, Kristen Novak, Dylan Hinrichs.

Second Row, From Left: Back row: Kayla McNary, Jason Gardner, Megan Stagner, Autumn Slater, Marley Boldra, Taylor Nikkel, Kendra Zabokrtsky, Emily Tucker, Jacob Tanking, Taylor Kesl



Phi Theta Kappa—Beta Xi Chapter



Student Tutors

Eric Goering, Jenna Maas, Dawn Jacobson, Lian Cho, Justin Streeter



First Row, From left: Eileen Sutton (Pianist), Audrey Stiles, Allie Danielson, Autumn Sabatka, Ethan Hillegeist, Summer Castens, Freedom Green, Dr. Everett Miller (Director), Colton Halfhide, Aaron Hilligas, Trisha Schulte, Kent Smith (Driver)

Second Row, From left: James Neilson, _Cameron Krager, Nicole Moulton, Kristin Strait, Liz Daugherty, Julie Gavin, Josh Rhodes

Third Row, From left: Kaity Buckland, Caitlin Charbonneau, Kevin Cain, Suzanne Carlgren, Therese Keen, Alex Meadows

Fourth Row, From left: Steven Roberts, Eli Jarnot, Whitney Hilman, Felipe Araujo, Jordan Henderson, Max Byram

Great Society



The Rolling Thunder

Owen Bowman, Mary Heikes, Audrey Stiles, Eli Jarnot, Logan Stallbaumer, Sarah Zimmerman, Chanda Williams, Marissa Lundquist Nicole Rughe, Kevin Cain, Caitie Walters, Joshua Rhodes, Julie Gavin, Amelia DeLay, Jennifer Shumaker, BreAnna Foreman
Ethan Hillegeist, Tyler Stille, Therese Keen, Trisha Schulte, Colton Halfhide, Tiffany Cleveland, Justin Stolzer



Resident Assistants

First Row, From Left: Emily Barletta, Morgan Stryker

Second Row, From Left: Second row: Shane Britt (Coordinator), Chatley Lovvorn, Leah Hill, Jessie Leis

Third Row, From Left: Tim Ellis, Ross Henry, Fred Lageroy, Maegan Boeckman

Fourth row, From Left: Aaron McNary, Rodrick Robinson, Tyler Bray, Steven Federau



88.3 KVCO

From left: Hunter Clark, Dylan Hinrichs, and Josh Mesecher



Horse Judging, Rodeo, and Equestrian Teams

Front row, from left: Marley Boldra and Cassie Lawrence

Second row, from left: Kirstin Studer, Kristin Novak, Katie Wright, Tonya Kliewev, Stephanie Marrison, Malissa Meyer, Nick Trapp, TJ Miniham, Nick Cooper, Jacob Nelson

Not Pictured: Lacey Seematter, Austin Goddard, and Garrett Arnett





Student Senate

Carleen Nordell (Sponsor), Derick Nordell, Robby Souru, Ethan Hillegeist, Annie Pralle, Amber Zumbrunn (Secretary), Logan Stallbaumer, Charlsie Craig (Vice President), Hannah Mahin (President) Not Pictured: Shelby Schultz



Student Ambassadors

Front Row, left to right: Jenna Maas, Kaitlyn Orr, Ashley Pugh. Second row, from left: Mikala Fuller, Kayley Johnson, Kelsey Jones, Summer Castens. Back Row, from left: Annie Pralle, Emeka Okoronkwo, Tommy Tryon, and Marcus Fillyaw

Not Pictured

Due to various circumstances, we were unable to obtain pictures of certain individuals and groups. The editorial staff apologizes for these omissions.

Geary County Campus

Jason York, J.D. (Director of Business and Industry)

Amanda Rankin, (Administrative Assistant)

ABE / GED

Peggye Faulkner

Athletics

Caleb Wilson (Assistant Baseball Coach)

Derek Talcott (Assistant Soccer Coach)

Student Groups

Fellowship of Christian Athletes

Christian Challenge

2012-2013 Cloud County Basketball Wrap-ups

Article by: Thomas Tryon



priorities. Freshman point guard Marcus Fillyaw stated that, “Our biggest goal was to win region tournament.” Lady T-Bird



T-bird Freshman point guard Marcus Fillyaw

of 2012, and, up until March 2013, all those student athletes’ lives have consisted of basketball, school, and more basketball. Both the men and women’s basketball teams lost in the second round of the NJCAA Region VI tournament. The Lady T-birds fell to a tough Cowley Community College (27–4 overall) 68–53, which ended their season at an overall record of 21–10. The men lost for the third time to #9 nationally ranked Hutchinson Community College (28-3 overall) 82–64, which put an end to their season with an overall record of 15–16. The teams may not have made it to the national tournament like they would have liked to, but it doesn’t mean their seasons were a waste. Both teams overcame tough schedules with many new faces on the teams.

When I talked with players and coaches, one thing was clear: winning the Jayhawk Conference was at the top of everyone’s list of

freshman forward Jordyn Alexander also expressed the importance of winning conference games when she said, “The number one team goal was to win the region tournament and go to nationals.” That means winning the conference, and those who know junior college basketball very well would argue that the Jayhawk Conference is one of the most challenging conferences in the nation. Both Cloud basketball teams had to face a very difficult conference schedule, playing nationally ranked teams week in and week out. Both teams struggled at times. The women’s team ended up with a respectable 10-6 record in the conference with sweeps from highly-talented Hutchinson and Butler County teams. The men’s team did not fare so well in conference play either with a record of 5–11 including sweeps from four very good teams in Butler, Barton, Seward, and Hutchinson.

Junior college basketball is very different from the high school or basketball at a four

The Cloud County men and women teams started their workouts and practices for basketball in August



year college. The fact that players will be with the team for a maximum of two years may not allow for the same type of chemistry as with a high school team. According to Alexander, “These aren’t the girls you’ve played with since second grade. You get about two months of practice and then you start to play [in games], and that’s difficult.” This created a tough spot for the men’s and the women’s teams this year. The woman’s team absorbed ten new athletes into a roster of thirteen, and the men’s team absorbed thirteen new athletes into a roster of seventeen. It’s easy to claim that this change-over has hurt the team this season. Men’s head coach Chad Eshbaugh is not letting a lack of experience from his players be an excuse for some of the growing pains the team faced this year. “In junior college basketball that is an excuse. Everybody’s young, half of your team is going to be new every year.”

It is this very turnover that can turn into a strength in next year’s basketball season; returning players know the system and have the opportunity to be team leaders. The women could potentially bring back a great core of sophomores in Jordayn Alexander, Ajai Ford, Jayna Smith, Kamika Mason and,

Raneisha Duncan. Along with them could be redshirts Ashleigh Edwards, Jami Hensley and, Tangie Hileman. The men’s team also has great potential with many players eligible to come back next year including Marcus Fillyaw, Assane Diop, Clint Glaser, DeAndre Henson, Derek Henry, Derick Nordell, Emeka Okoronkwo, Jacob Tanking, James Williams, Marvin Smith and, Rodney Pryor. Although the teams did not meet their goals of making it to the national tournament, the fire to get there is still alive and burning for next year. “

I expect to win the league title, get back to the region tournament, and win a lot more games” said Fillyaw.

It is my belief that next year we will see great men and women’s teams at Cloud. Both teams will have the players and coaches in place to compete for league and region titles. For now they will be working hard in this off-season in order to obtain the goals set for them. The next basketball season is looking bright. I, for one, am still excited to be a T-Bird fan and I think we can all stay Cloud Proud.



Slide show



Cloud
County
Community
College



Coach Eshbaugh works through a play with the men's team



Lady T-bird Freshman forward Jordyn Alexander



The Way We Worked

Ian Lewicki

A Smithsonian Exhibition comes to Concordia KS.

Imagine if you could a time without iPhone's, Internet, cars, indoor plumbing, and running water. If you are anything like me, it is much easier said than done. Humans take many things for granted these days; we are so enamored with our physical assets and self-preservation that we often forget where it is we actually came from.

Not geographically, of course, but ideologically and fundamentally. Just over one hundred years ago, we were mostly laborers and the basics of sustaining life were much more difficult than for today's generations. There were no computers, robots, or automated vehicles; everything that was done then was either done by hand or wasn't done at all.

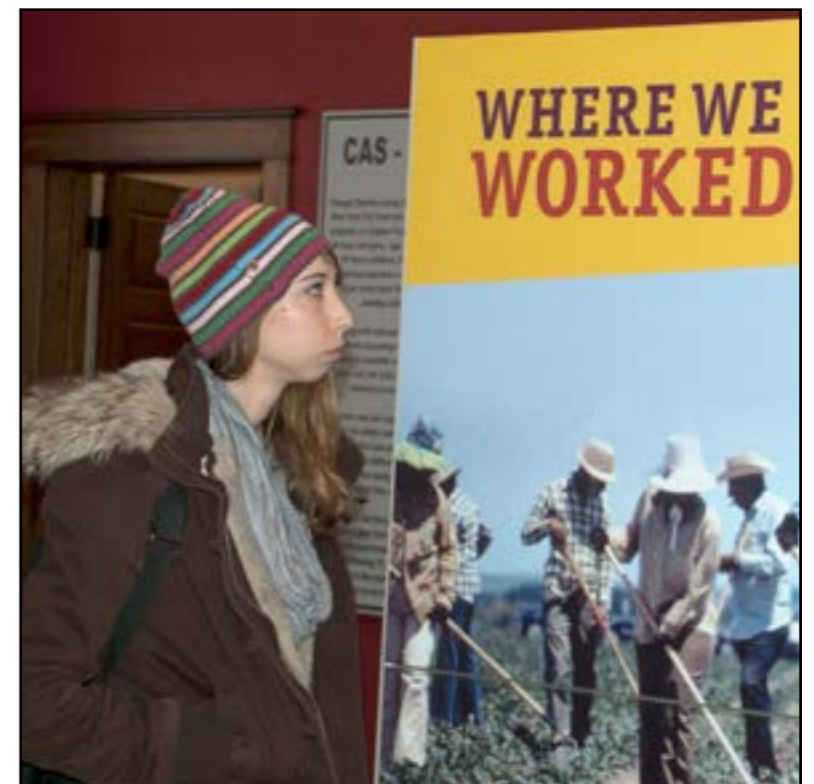
The Way We Worked was a traveling exhibit brought to Concordia by the Kansas Humanities Council and the Smithsonian Institute. Many local

hands also took part in bringing the exhibit to Concordia. The idea behind The Way We Worked was a simple one: to take a look back in time to uncover how we worked. The exhibit focused on how we worked, where we worked, what we wore to work, conflicts at work, and dangerous or unhealthy work. In the process the exhibit uncovered many of the hardships our predecessors faced to build the United States.

The Way We Worked is a good lesson in history. The exhibit tracked how we as workers have come by all of the labor laws that we all know today, not to mention the benefits that we have secured because of them. Earlier generations of Americans didn't have a forty-hour work week, healthcare, workman's compensation, and the paid vacations that many of us have today. A job was a job nothing more, nothing less: no benefits, extremely long shifts, and no safety precautions. The exhibit also strived to show us how man has changed from



Connor Lamm views the special exhibit.



Kelsey Kahrs checks out the different displays.



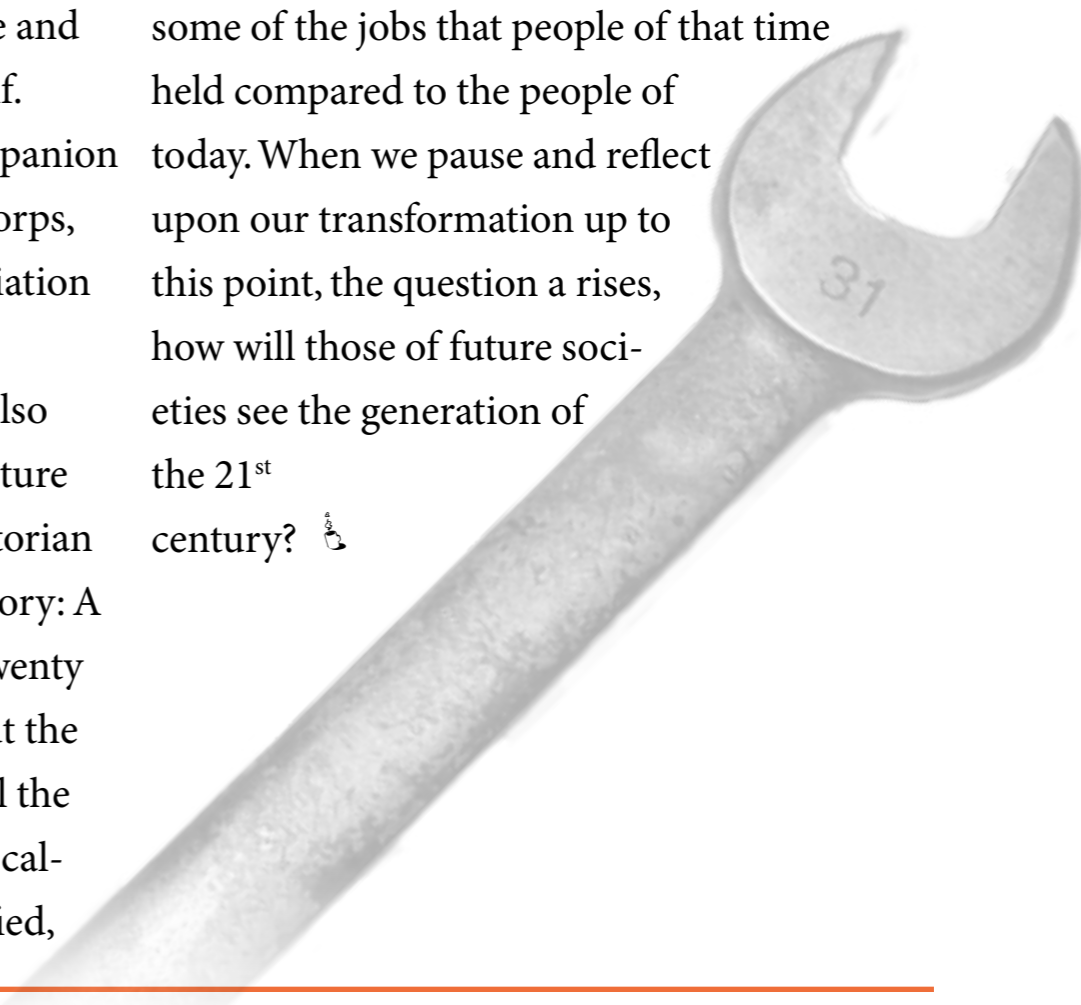
Pippa White giving a performance at Cook Theater.

laborer to thinker. How we once used plows, livestock, and hand tools as opposed to the tractors and power tools that we use today. The exhibit also showed how Kansas shifted from an almost entirely agriculture-based work force to a more diverse and knowledge-based work force.

The exhibit was also not such an easy one to acquire in Concordia. There were only six hosting slots available which left the Kansas Humanities Council to process applications from around the state, considering both practical matters such as available space and the development of the application itself. Concordia's application included a companion exhibit on the Civilian Conservation Corps, a depression-era Works Progress Association initiative from President Roosevelt. In addition, The Way We Worked exhibit also provided the impetus for two Cook Lecture Series events. Vergil Dean, a Kansas historian and editor of the magazine *Kansas History: A Journal of the Central Plains* for over twenty years, came to the college to speak about the history of Kansas work, tracing in detail the transition from an agriculture-based, locally-centered economy to a more diversified,

nationally and internationally-focused economy and the accompanying decline in population. Pippa White, a one-woman show, also appeared at the college. White's show focused specifically on woman's work and the hardship of the lives of Kansans during the depression-era Dustbowl.

From the exhibit to the companion pieces, The Way We Worked was a fascinating and informative experience for those who attended. We were given the opportunity to look at the early 20th century lifestyle and some of the jobs that people of that time held compared to the people of today. When we pause and reflect upon our transformation up to this point, the question arises, how will those of future societies see the generation of the 21st century? 🐛



Behind The Scenes

By Eli Jarnot

There are some students here at Cloud that have had one word on their minds. Auditions. If you're anybody that's a somebody, or an anybody that's trying to be a somebody, you know what they are. There are those that go to auditions with a feeling of anxiety and butterflies in their stomachs. Others go in with a feeling of overzealous confidence that might just get taken down a few pegs. No matter the reaction, the audition is full of first impressions. Good, bad, and ugly.

During the fall of 2012, Cloud held a play called "The Golden Fleecing." It was about Sarah Sweetheart (played by Katie Edgar) who inherited an old saloon from her recently-deceased uncle. There she met up with an old pervert, a villain with his two accomplices, a crazy lady from nowhere, and later her lovely fiancée joins in on an adventure filled with twists and laughs that the whole audience can enjoy.



How was this put together? It starts with rehearsals. Each actor looks at rehearsals differently. While some may focus on lines, or their own acting ability, I focus on how I can mesh my personality with the other actors and start making some chemistry with them that I can put on the stage. What of newcomers, you may ask? If this is someone's very first play, will they be getting any theatrical training? Or is everyone expected to know everything?

James Neilson, a freshman at Cloud, said he expected more blocking and more direction as compared to a high school play. On the other hand, Katie Edgar, a freshman at Cloud, said "Honestly, I was expecting a lot less direction than we received. I expected everyone to know a lot."

With the mix of student experience, Sue Sutton, Cloud County Community College's dame of drama for 36 years, has to take an



individualized approach, because even if someone has little experience, she believes that's no reason to not get involved with drama. Just as each new round of students comes in with their own expectations, Sutton has some expectations of her own. What does the director look for in potential cast mates? She looks for someone with a stage presence or, in other words, someone who can command the audience's attention.

After weeks of preparation, the cast was as ready as they would ever be for the opening night. Backstage there were people scrambling, going over lines, checking their props, and just trying to keep their lunch down. That is, if they even dared to eat anything at all that day. For me, it's always the same. Right before I go on stage, I feel like I'm going to hurl. I get a frog in my throat and get all clammy. It isn't pretty, but the moment I walk on the stage, everything else disappears and I turn into my character.

When the performance ends and the lights come on and people started to leave, there's a sense of accomplishment. No matter what, whether the performance was perfect or had a

few mistakes, we made it. We got to entertain people. There's also a sense of bonding with the other cast mates. Whether or not everyone got along, we created something. Never again will there be a performance quite like the one you just did.

“It's when,” she says, “the whole audience comes together for a moment.”

As a whole, this year's cast got a lot out of the play. I think it's safe to say that no matter what, everyone ends up getting some kind of feeling of companionship. Just like in sports, everyone has to work together to put together something fantastic. Every play is unique in that the group of people involved in a play may have never been together before and may never be together again in another play. Just for that moment, a group of people collaborated to create something that can never be repeated.

There are individual rewards people can take from the theatrical experience. Sutton, who has directed over 200 plays, gets a thrill



every time someone gets a laugh. “It’s when,” she says, “the whole audience comes together for a moment.” Neilson left with some new perspectives on his acting career and his personal life. For Edgar, this was the first time she was in a production with new people, so it was a chance for her to experience drama with unfamiliar people.

Why do I come to the stage year after year? I have been involved in theater since I was five years old. This fall I had a role as Ole Timer, a comic relief character. Until this semester I had always played a serious role or a narrator in plays. It was nerve-wracking trying something new. Now that the play is over, I’m more confident in my abilities and ready to keep facing new challenges. I made some more friends and make people laugh as well. So I plan to continue with theater, and I recommend it for everyone else. Even if you only do it once, you’ve got nothing to lose if you just try it out. Even if it’s not something you want to do for the rest of your life, you’d be surprised what you can take away from it.



Cloud Imp4ct

By Emily Barletta



Charlie Thurston

In life I'm sure we can all relate to hearing someone teach us about having respect for others, or if you're like me, your parents always gave you the same old "treat others the way you would want to be treated" line. Well that idea of showing compassion and respect for others still holds true today. In a world filled with competition and self-centeredness, a few students are bringing a positive light with the hope to Imp4ct others.

Cloud Imp4ct is a student-managed fund dedicated to helping students in financial need. Whether that need is something basic such as some extra money to purchase textbooks or basic household supplies, Cloud Imp4ct's goal is to be there. The fund was organized by former Cloud County student and Resident Assistant Charlie Thurston. Shane Britt, Director of Residence Life who oversees the Cloud Imp4ct

fund as a Resident Assistant initiative, reports on the genesis of the idea: “The idea [for Cloud Imp4ct] came from the Students Helping Students program at Kansas State University. Charlie saw the idea and liked it and she decided it was something she wanted to do as a service project.”

You may be wondering why Imp4ct is spelled with a “4” instead of an “A.” According to Britt, “the 4 stands for different things. One: it is for the students. Two: the number itself represented Thurston’s soccer number.” Although Thurston is no longer a student at Cloud County, she will continue to have a lasting impression on campus as the program gets handed down to future Resident Assistants throughout the years.

As a new group of Resident Assistants came in for the 2012–2013 school year, the Cloud Imp4ct project was something everyone wanted to keep going. The group would, however, need a new leader. Thankfully, Alan Kelly, a returning RA was already involved and was ready to take the wheel. In an interesting turn of events, Kelly himself needed the imp4ct fund at the beginning of the 2012 school year. Early in the Fall semester, Kelly began experiencing a tightness in his chest and traced the source of the pain to extra muscle in his heart. “My chest was getting tight when I was exercising, and when I would exercise my heart rate would actually drop and cause the

tightness in my chest.” As an international student, surgical treatment in the United States would be cost prohibitive. “I had no idea how expensive medical treatment would be. My total hospital bill was over \$100,000.”

In the end, Cloud Imp4ct was able to help defray about \$1,500 of the total cost meaning Kelly was able to pursue treatment in Kansas which allowed him to remain an active part of the Cloud community in both academics and athletics.

When I asked Britt about the Cloud Imp4ct idea, he expressed the positives that have come from imp4ct-ing others and his hopes for the project in the future: “I’ve seen people who have been helped by Cloud Imp4ct truly appreciate what we’ve done for them. It was fun to do random acts of kindness for those who need and also just to make a person’s day better.”

The Cloud Imp4ct idea is something everyone can learn from whether it’s just helping out another person or paying it forward and doing something good for someone else after it’s been done for you. We can all do our part in making someone’s day, or maybe even their life, a little bit better if we all just stop thinking so much ourselves and spend more time thinking about how to imp4ct others.



Al Kelly

The Face of Technology at Cloud



We all live in our own technological bubbles, and sometimes it's difficult to step out of our bubble and see the world from a different perspective. As a technology user myself, here is my perspective: I am a smart-phone-carrying, internet-devouring, iPod-loving technophile. I proudly wave the white flag and admit that technology has become an integral part of how I live my life, how I see myself. And technology is always evolving. At this year's

South by Southwest technology expo, for example, the focus was on 3D printing, talking shoes, and Google Glass, a computer fully integrated into a pair of glasses. These days, whether we like it or not, technology reaches very deep into how we live, and subsequently, how understand the world around us.

For this year's yearbook, I wanted to consciously step outside of my techno bubble and record how Cloud students use technology today. I asked some fellow students about their phones, computers, music players, and also about technological advances they wanted to see within the next ten years. Some of the results were surprising.

As a smart phone carrier, I assumed that many other people had one as well, but the

data showed it was split 50/50. Cloud County Freshman Hunter Clark is one student proudly doesn't carry a smart phone because, in his own words, "I'm cheap." When asked if he felt like he was missing out on things because of this, he had this to say: "Not really because normally when I'm using my iTouch in a place where I can get WiFi, where I can get on Twitter and Facebook" and "when I'm not doing anything, I spend a lot of time on my laptop." Perhaps this, then, is a trend. When we don't have smart phones, we work harder to find other ways to keep connected.

Speaking of other ways to remain connected, when it came to computers, the survey responses weren't entirely surprising. Every student I interviewed had some form of a computer. In our day and age, it's become commonplace for students in college to have one, which speaks volumes about what it now means to be a college student. With online research and online learning management systems like Blackboard and Canvas, it's virtually impossible to be a student without some

form of direct computer access.

I was more surprised when I asked a question about music players. About one in five students surveyed didn't have any music playing device. No iPod, no MP3 player, no CD player. Nothing. From my perspective, this is really difficult to understand. I love music and, although I understand that it isn't a physical requirement for life, I still have to say that I would probably die without it. To realize that there are people out there who don't have one of these devices confuses me. Sure there's the radio, but it's not the same. To me radio doesn't feel personal enough.

Finally, the last question I asked was what technological advances responders wanted to see within the next ten years. Answers ranged from floating cars, to a new iPhone, and even a new gaming system. But, amazingly enough, I was again shocked that many students told me they didn't want any more advances. For their own reasons, they wanted technology, and all the changes it triggers in our lives, to stop advancing or at least slow down. Maybe we've

reached a point where technology is changing too much, too fast?

I guess I could understand how some people would prefer a simpler life without a robot that cleans your room for you, but I would totally be okay with that. So get on it, you scientists. In ten years I expect flying skateboards, the iPhone 15, and a robotic maid that can clean and cook while giving me a gratuitous amount of compliments.



The End of All Things to Come...

Article by Ian Lewicki

How many times is the world going to end? I ask this question simply because since 1992, the year I was born, there have been twenty-five plus predictions that the world would come to an end. Some examples are the many predictions of Harold Camping, the Jehovah's Witness Armageddon in 1997, and also the Heaven's Gate mass suicide in 1997. Obviously, none of these predictions came true, but it does raise the question when and how will the world end?

To date one of the biggest predictions of the world ending occurred on 12/21/12, the winter solstice. The reason this was believed to be the end of life as we know it was because the Mayan calendar ended on this date. Many people became obsessed with this idea, and eventually there were many of us who believed that the world was really going to end. The date had gotten so much publicity that television shows about preparing for the "end" surfaced and became extremely popular. Shows like *Doomsday Preppers* and *Revolution*

are just a couple of television shows that showcase the end of the world. Obviously, this prediction was false, because here we are today.

Another big end of life as we know it scenario in my lifetime was the Y2K. Y2K, for those of you who do not know, occurred at the turn of the century when all electronics and computers were supposed to fail, sending the human race back many hundreds of years technologically, shutting down supply lines and leading to the all-out breakdown of society.

With so many predictions how do we know which one is the right one and which ones are bogus? When and how will



the world actually end? One thing is for certain, we will probably never know when the world will end, but we can further speculate ratio-

nally and determine probable causes of the end. First, we must determine the biggest threat to the Earth and to mankind, and obviously, it is

There was a lot of hype this year about the end of the world, and because of this we compiled a survey that asked students what their thoughts on the end of the world were. Here are the results.

us. Many of us have a shared fear

of nuclear warfare and the threats it has to society, and while there is an excessive amount of nuclear warheads there is not enough

to even come close to completely destroying the planet. Nuclear warfare does sound devastating, but there are threats far

worse. Two of the biggest threats are pollution and overpopulation; both of these are products of human life. There

are approximately seven billion humans living on the planet. The population is growing

exponentially. With more people come less resources, and with fewer resources each day the Earth is on a steady decline. Which brings me

to pollution, with more people comes more pollution. Not just littering and trash pollution, but also smog and atmospheric pollution. It is a vicious cycle. We tend to

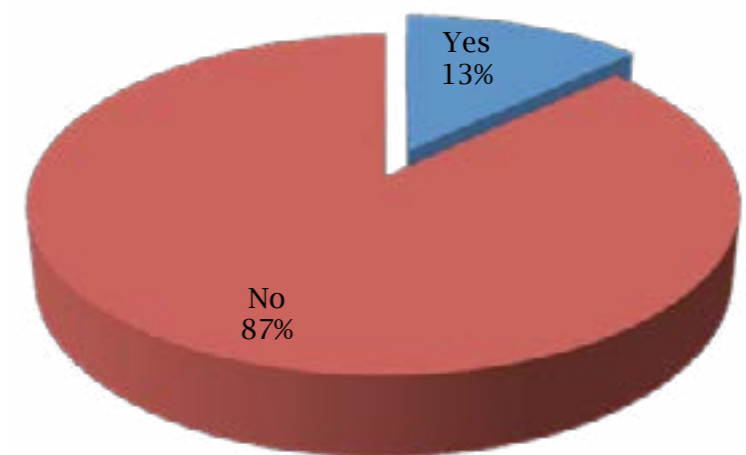
have this blind belief that the Earth is an infinite source of resources and that it will continue to sustain itself for another billion years. Most of us know that this is not true, but we keep it suppressed in the back of our minds, deciding to worry about it later. As we all know, nothing lasts forever. All things will come to an end, and that means eventually the Earth will, too.

So many people have attempted to predict the end of the world. It is pretty frightening to think about the end of the world because we do take it for granted, and expect it to always be here.

The probability of any predictions coming true is very unlikely yet we make such a big deal of them. In fact we make such a big deal out of it that we forget where the true problems lie. Our generation has inherited this overpopulated,

resources-strapped Earth from previous ones, and we will pass it down to generations after us. If we want our species to continue to thrive we must avert our attention away from ourselves, and we may want to start thinking a bit more about our Earth 🤖

Were you worried about the world ending on the 21st of December 2012?



What do you think the biggest threat to the world is pollution, nuclear war, nanobots, aliens, or global climate change?

