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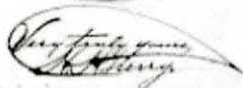
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University Archives
Henry Hardin Cherry, Western's first president, began his career as a penmanship teacher. As a young man, he perfected a signature with "dash."

A Sign of the Times

by Lynn Niedermeier

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of our daily communications.

But through most of Western's history and that of its predecessor, the Southern Normal School and Bowling Green Business University, college men and women strove to master penmanship as intently as they do today's software programs. [more...](#)

Professor Receives Another Feather in Her Cap

Dr. Carol Crowe-Carraco was recently named a Distinguished University Professor. She adds this honor to a long list of awards she has received as a result of her passion for learning and teaching. [more...](#)

A Distinguished Approach

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This month's Staff Spotlight shines on Sharon Hartz, this year's winner of the Women's Alliance Award. [more...](#)

Preview of Newly Renovated Directional Halls

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Can You Talk to the Animals?

Dr. James Baker tells us about his discussions with Sundae in his book, *Holidays With Sundae, Conversations With My Cat*. [more...](#)

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Telling the Western Story

A plan is in the works to spread the word about WKU's excellent people, places and programs. [more...](#)

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Blaine Ferrell new dean of Ogden College of Science and Engineering

Dr. Blaine Ferrell plans to continue and build on the Ogden College of Science and Engineering's success.

New admissions director plans to continue breaking enrollment records at WKU

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With this issue, *echo* leaves the realm of paper and ink and goes electronic. The change should pose no great hardship to the wired Western community, even if some of us may not yet be convinced of the advantages a computer screen brings to our experience of reading. Many of us, however, have grown unwilling or even unable to write without a computer. The ease of word processing and e-mail has literally pushed handwriting to the margins of our daily communications.

But through most of Western's history and that of its predecessors, the Southern Normal School and Bowling Green Business University, college men and women strove to master penmanship as intently as they do today's software programs. More than just a means of communication, handwriting has always been a form of self-presentation. Colonial merchants ranked expert penmanship ahead of arithmetic and bookkeeping as crucial to business success. Victorians associated good handwriting with self-assurance, trustworthiness and a capacity for hard work — in short, with the highly prized attribute of "character." By the mid-19th century, as a result, legions of penmanship instructors could be found in both common school classrooms and specialized commercial programs.

One such instructor was Henry Hardin Cherry, who became the owner of the Southern Normal School and Bowling Green Business University and later Western's first president. Cherry was a disciple of Platt Rogers Spencer, whose method dominated handwriting education after the Civil War. With its meticulous use of pen and ink to create the hair-thin upward strokes and thick downward strokes of elegantly shaped letters, Spencerian writing was admired as the product of a trained hand and a disciplined mind. It also possessed an aesthetic quality that appealed to the Victorian yearning for moral elevation and refinement. Accomplished penmen like Cherry advertised their skill not only with the customary spirals and flourishes in their letters and signatures, but by executing ornate and graceful representations of birds, swans and other subjects of



Courtesy University Archives
The 1895 Bowling Green Business University catalog used Henry Hardin Cherry's graceful renderings of birds to recruit penmanship students.

nature, all without a smudge or a spot.

By the turn of the 20th century, however, the Spencerian style was falling out of favor as too slow and fussy. One historian has even suggested that the rejection of its rather feminine appearance mirrored a general anxiety over increasing numbers of women entering the workplace. In any event, Austin Norman Palmer, a penmanship instructor in New England, introduced a simpler handwriting style that could be executed neatly but rapidly, almost robotically, in keeping with the pace of modern business. Endless drills in proper arm motion, known as “push-pulls” and “ovals,” formed the basis of his teaching technique.

Palmerian writing took hold at the Bowling Green Business University, whose new owners had purchased the school from Henry Hardin Cherry in 1906. Specimens in its promotional literature often took the form of copybook aphorisms that reinforced the traditional association of good penmanship with good character. Department head Warner C. Brownfield wrote that perfect script like his was “within the reach of all who have one good arm, one good eye, plus confidence, thrift, determination, [and] patience.” Another sample hinted that obedience and conformity, rather than spontaneity and initiative, brought security to young men and women in the workplace: “Plan your work ahead and stick to it — rain or shine,” it read. “Don’t waste sympathy on yourself. If you are a gem, somebody will find you.” Still other specimens were of letters, invoices, receipts and ledger entries — offering, in retrospect, a clearer picture of the life awaiting a bookkeeper, clerk or telegraph operator in the bureaucratic world of modern business: in imitation of Palmer’s drills, literally that of a “pen-pusher.”



Courtesy University Archives
Students in Warner C. Brownfield's special penmanship class (about 1912) practiced ornamental script, text-lettering, flourishing and engrossing.

The introduction of the typewriter only highlighted this growing homogenization of the workplace and helped create a backlash against the notion of handwriting as a mere imitation of ideal forms. Graphologists and autograph collectors invaded the field of penmanship, celebrating peculiarities of script as evidence of a person’s unique intelligence, personality and even health. The Bowling Green Business University, however, made only minor concessions to this trend. A course in “ornamental” writing allowed artistically inclined students to train as engrossers of diplomas, certificates, calling cards

and legal documents, but such instruction still relied heavily upon the copying of model scripts. Another means of personal expression was legitimized in 1917 when the school awarded prizes for the best student signature, congratulating two young men who inscribed their names with “individuality, originality and ‘dash.’”

The Business University continued to offer penmanship courses until it merged with Western in 1963. Western itself, chartered in 1906 as the child of Henry Hardin Cherry’s Southern Normal School, was no less an advocate of handwriting instruction. Its penmanship department dissolved in 1965 only after the retirement of Gavin G. Craig, who had joined the faculty in 1922. The



Courtesy University Archives
Though much handwriting instruction emphasized imitation, the first- and second-place winners of a Business University contest proved that originality characterized the “best signature.”

author of a master's thesis and several books on penmanship, he wrote a Palmerian script at the age of sixty-five that was as flawless as that written in his twenties. But even Craig was taken by the mysteries of graphology. In 1960 he delivered a lecture on the "detection of cancer by a person's handwriting."

Although technology has made much handwriting avoidable, it has not been rendered obsolete. On the contrary, handwriting has not only survived the electronic age but has influenced its development. Information technology at Western provides some examples. An e-mail "signature," that pithy saying or humorous quotation that sometimes follows the sender's typed name, is a kind of self-presentation that tries to replicate the "dash" of a penned signature. The smiling symbol :-)) and other electronic "doodles" are similar attempts to assert the human face behind the typeface. The standard word processing program offers a generous selection of script-based fonts, even though most Internet browsers do not automatically support them. The challenge for "Palm" technology, found today in those pocket-sized digital calendars, is to read an owner's penmanship as he or she inputs information not with a keyboard but with an old-fashioned writing stylus.

No less than handwriting, paper and ink will continue to serve purposes that human nature will not reassign to cybertext. How many Western graduates would prefer an "e-mail diploma" over a real document lettered, say, in the style of Henry Hardin Cherry? How, in fact, will contributors to Echo online imagine its readers paying compliment to their articles? By hitting the "print" button, of course — and perhaps, in extraordinary cases, taking it to the author for an autograph.

Lynn Niedermeier is the library special collections archival assistant for the Kentucky Building and Museum.

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Professor Receives Another Feather in Her Cap

by Kimberly Shain Parsley

Dr. Carol Crowe-Carraco was recently named a Distinguished University Professor, a recognition given to faculty members who have given long and distinguished service to the University and who have been productive in teaching, research and scholarship, and public service. The University's Board of Regents makes the five-year appointment based on the recommendation of the Selection Committee and Provost Barbara Burch.

When people think of Dr. Carol Crowe-Carraco, professor of history at Western Kentucky University, distinguished might not be the word that comes immediately to mind. Each December, she walks the corridors of Cherry Hall dressed as a Christmas tree, an elf, a reindeer or even the sugarplum fairy. Depending on what she's teaching, she may show up for class in a red wig to portray Queen Elizabeth I, or attired in black as Catherine of Aragon. And of course, there are her large, colorful trademark hats.

"I do things like that because, especially in the Civ [Western Civilization] classes, most of the people that I see will never be history majors," she said. "I want them to have the rudiments of knowledge about history, and I want them to be able to enjoy history."

"History doesn't have to be their vocation," she said, "but it could be their avocation."

Answers Crowe-Carraco gives her students when they ask about the usefulness of studying history include: to better enjoy the funny pages, to comprehend political cartoons, to understand references to historical events and, "of course there's always 'Jeopardy.'"



Photo Courtesy College Heights Herald

Crowe-Carraco said that as a teacher, she attempts to enhance the learning processes of her students, aid in their quest for knowledge and encourage their curiosity. More importantly she hopes to instill in them a desire for lifelong learning. She said she feels that is best accomplished by taking a "fun approach" to learning.

Crowe-Carraco said that elementary and high school



Crowe-Carraco said that elementary and high school history teachers showed her the value of life long learning, as did her family. As a girl, she spent many evenings on the porch of her home near Athens, Ga., listening to tales of her family's history. She recalled how she and her cousin would always laugh at the "little old aunts" who would pour over their genealogy. "Now we're as bad as they are," she said.

Although Crowe-Carraco seemed destined for a career as a historian, she considered a major in Spanish for a short time. Spanish literature and grammar came easy to her, but she had difficulty with the pronunciation, especially rolling the r sound. "If you can't roll an r, a Spanish major is going to be pretty bad for you," she said. "I'm from an area of the South where nobody even says the r's, much less be able to roll them."

Crowe-Carraco began teaching at Western in 1970, never having visited Kentucky before interviewing for the job. Since then, she has made Kentucky her home, and has contributed to its history by authoring or co-authoring several books including: *The Big Sandy*; *Bowling Green: A Pictorial History*, with Nancy Disher Baird and Michael Morse; *Bowling Green and Warren County - A Bicentennial History*, with Nancy Disher Baird; *The Kentucky Board of Nursing: 75 years of Protective Caring*; *Kentucky: State History*; and others.

Crowe-Carraco currently serves as Western's Kentucky Historian.



One Kentucky historical figure who has greatly interested Crowe-Carraco is Mary Breckinridge, who founded the Frontier Nursing Service in 1925, and is credited with introducing a new healthcare professional into the U.S., known today as the family nurse practitioner. The Frontier Nursing Service was centered in Leslie County in eastern Kentucky, a region whose inhabitants were largely isolated because of the mountainous terrain. The nurses of the F.N.S., most of whom were British, rode through the area on horseback or muleback, delivering babies and caring for the sick.

Crowe-Carraco performs a one-woman show, wherein she portrays Mary Breckinridge at a critical point in the survival of the F.N.S., when Breckinridge realized that her nurses, who were nearly all British citizens, were intending to leave Kentucky and the United States and return home to assist in England's war effort against Germany during WWII.

Photo by
Tommy Hughes

"She was faced with the problem of closing down, or figuring out something else to do," Crowe-Carraco said. "She decided to set up a school, a school that is still in existence, the Frontier School of Midwifery and Family Nursing."

Breckinridge headed the F.N.S. until her death in 1965.

Crowe-Carraco said that the first year she performed as Mary Breckinridge as part of the

Kentucky Humanities Council Chautauqua Program, she put 17,000 miles on her car. "I was in Paducah one day and Prestonsburg the next," she said. "I have even been to a place called Tick Ridge, and I bet there aren't a lot of people who've spoken in Tick Ridge."

Crowe-Carraco also conducts teacher workshops in the area and gives presentations to elementary and high school students. She said she mostly talks to them about women, "because women have been rather hidden in history."

Each year she gives approximately 20 speeches to local and state civic and professional organizations and school groups. She joked, "I have hoof and mouth disease - I just go and talk."



It should come as no surprise that Crowe-Carraco's dedication to teaching and her commitment to the promotion of learning has won her several awards prior to the Distinguished University Professor honor. She received the Potter College Faculty Excellence Award for Public Service in 1987 and 1988, and the University Faculty Excellence Award for Public Service in 1988. She has also received the BG-WC Human Rights Commission Women's First Award, the WKU Student Government Association Citizens Award for the Spirit of Leadership, the WKU Women's Alliance Award and the first ever WKU Libraries Faculty Award.

Crowe-Carraco said public service is an extension of research and teaching. "I'm participating in lifelong learning, by continuing to learn myself, and then sharing that with others."

No, Carol Crowe-Carraco might not appear, dressed in her various holiday or historical regalia, to be what we might define as distinguished, but her service to Western and her dedication to education more than earn her that title. Congratulations.

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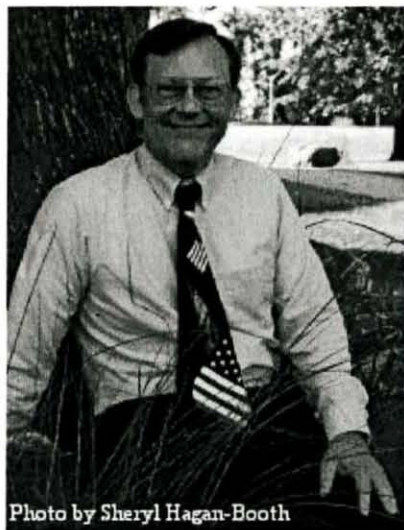


Photo by Sheryl Hagan-Booth

A Distinguished Approach

by Kimberly Shain Parsley

Dr. Kenneth Kuehn in Western Kentucky University's Department of Geography and Geology never planned to become a professor, let alone a distinguished professor.

While completing his graduate work at Penn State University in State College, Pa., Kuehn focused on the latest geoscience research, primarily dealing with coal geology. "I never even taught a class in graduate school," he said. "I was strictly a researcher."

After earning his Ph.D. in geology, he worked on coal technology for Shell Oil and the Tennessee Valley Authority. "And of course that obviously qualified me for a position as a teacher," he joked.

Kuehn began his teaching career at Western in 1984, and though most of his training was on the job, he adapted well, adopting what he called a "whole person approach" to education. The whole person approach emphasizes teaching, research and public service. Although unaware of it at the time, Kuehn was embodying the characteristics of a Distinguished University Professor, an honor that was formally bestowed on him this year.

The Distinguished University Professorship is a five-year appointment that recognizes faculty members who have given long and distinguished service to the University and who have been productive in teaching, research and scholarship, and public service.

Kuehn said his entire philosophy about knowledge and education underwent a shift shortly after he began teaching. As a researcher, his focus had been on shaping and enhancing the knowledge base for his field, or "knowledge for knowledge's sake," he said.

"My students wanted to know what the pay off was right away: How is this going to help me? How is this going to get me a better job? Why do I have to know this?"

Kuehn said the first thing he does when he stands before an introductory class is congratulate the students on choosing geology as one of their general education courses. "Everybody should have at least



Photo Courtesy Dr. Ken Kuehn

In 1992, Kuehn traveled throughout

one geology course,” he said. “You live here your 75 earthly years, you’ll use up some of these nonrenewable resources.”

Kuehn said he tries to stress to those students that learning at least something about geology is a responsibility of their citizenship. He tells them that as voters, they will have to make choices about geological and environmental issues like the location of landfills, the preservation of farmland and the proposed Kentucky TriModal Transpark currently being debated in Warren County. He said that despite the difficulties involved in sparking an interest in geology in the minds of those students, he enjoys teaching introductory level classes. “That’s our bread and butter,” he said. “They are the majority of our students.”

“This may be their only exposure to geology. Relatively few people come here with the idea of becoming a geologist,” said Kuehn, who began his undergraduate studies as a chemistry major. “You have to convince them — and you don’t convince them by being a dull bore.”

Kuehn said that most students’ knowledge of geology is limited to catastrophic geological events that make headlines, such as volcanoes and earthquakes. He said he discusses those things, even though those events are a small part of the discipline of geology. “A hurdle in geology that is unique to the discipline is that most of the action on earth goes so slowly. It’s hard to get slow, gradual change over millions of years to light anybody’s fire,” he said, “but if I can get them going on these other things that they can appreciate in human time and observe directly, then maybe by the end of the class, I can get their thinking extended to the things that maybe aren’t so dynamic or exciting.”



Photo Courtesy Dr. Ken Kuehn
Kuehn and other members of the WKU Geology Club do some “island hopping” while exploring the geology of mid-coastal Maine in August 2001

He succeeds. Kuehn, along with his students, studies how sand from different parts of the world differs based on its mineral content, and has amassed quite a collection of sand over the years. He tells his students before spring break that if they happen to be on the beach, additions to his sand collection are welcome. He laughed, saying that he has received several sand samples contained in emptied vodka or beer bottles as a result.

Kuehn attempts to show students the relevance of geology to their lives, emphasizing that Kentucky is a state rich in geological resources. According to Kuehn, if the revenue from some of the things for which Kentucky is well known — tobacco, horses and bourbon — was combined, it still would not equal the amount of money generated by Kentucky’s geological resources. The Commonwealth produces significant amounts of petroleum, gravel, clay, limestone (the third largest limestone quarry in the world is in Livingston County) and coal, which brings in more than \$6 billion annually.

Kuehn pointed out that every state has a geological survey, though they may not have biological surveys or chemistry surveys. He said this illustrates the importance of natural resources to every state in the country.

Kuehn spearheaded the effort to create the Kentucky Society of Professional Geologists to provide geologists with opportunities to meet and interact with each other, as well as with

students from across Kentucky. He recognized from his students that they weren't getting an adequate foundation in geology in middle and high school, so he began going to schools in the area to help teachers educate students about geology and its relevance in their lives.

Recently, Kuehn took a group of middle school students from the Oakland area to the proposed Kentucky TriModal Transpark site to point out some of the geological features, such as caves and sinkholes, to them.

"I think that helps people understand and put into context some of the sound bites they are hearing in the media," Kuehn said.



Kuehn said he accepts the blame, or credit, for bringing attention to the possible environmental impact of the proposed Transpark. His desire to educate others about the importance of geological resources and his dedication to public service culminated in a bid to become one of Bowling Green's city commissioners. In the May primary, voters chose Kuehn and seven other candidates to advance to the general election to be held on Nov. 5.

Regardless of the outcome, Kuehn said he will continue to focus on teaching, research and public service — his devotion to which earned him the Ogden College Award for Outstanding Teaching in 1990 and for Outstanding Service in 1999, and now a Distinguished University Professorship.

Dr. David J. Keeling, head of the Geography and Geology Department, said in a letter, "Dr. Kuehn has excelled in teaching, research, and public service, the three pillars of university activity, throughout his 17 years at Western. He has provided unparalleled leadership in building the geology program in the department, in promoting professional geology throughout the state, and through his many leadership activities on campus, in the community, and within his discipline."

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Serving Women, and Western

by Kimberly Shain Parsley

When Sharon Hartz got a letter in the mail saying that she was this year's winner of the Women's Alliance Award for Outstanding Contribution to Women, she thought there must have been some mistake. So sure was she that she had received the letter in error, she mentioned it to no one. A co-worker who already knew Hartz was this year's recipient and was eager to congratulate her, had to call the chair of the nominating committee to learn whether or not Hartz had been notified that she had won the award.

"I don't feel particularly qualified," Hartz said. "I can think of so many people who have done wonderful things on campus, but I certainly don't think of myself that way."

Those who work with Hartz feel that she is certainly worthy of the honor.

"As soon as I received the request for nominations for the WKU Women's Alliance Award for Outstanding Contribution to Women I immediately thought of Sharon Hartz, who is the perfect recipient of this award," said Dr. Karen Adams, dean of the College of Education and Behavioral Sciences, in a letter of support to the nominating committee. "She clearly demonstrates the attributes I would equate with an award of this significance."

Hartz is an administrative assistant in the office of the dean of the College of Education and Behavioral Sciences. She is also a mother, grandmother and adult Sunday school teacher. Somehow she has found time to serve on numerous committees and boards including previous terms on the staff council and as vice president of the Women's Alliance, and presently serves on the salary equity committee, the University benefits committee, various committees for the College of Education and Behavioral Sciences and others.

She is the clerical representative on the President's Advisory Council. She regularly volunteers for Master Plan as a residence hall greeter, and has been a commencement marshal for 15 years. Her service to Western and its employees earned her the 2001 Staff Excellence Award.

Hartz is the building coordinator for both Tate Page and Jones-Jaggers Halls. In that capacity, she saw that additional outdoor security lights were installed outside Tate Page Hall for safer access to the building after dark. She serves on the Facilities Management focus group, which discusses building and maintenance problems and seeks solutions.

"With no prompting, she alone tackled the monumental task of remodeling the dean's office and the Tate Page lobby, auditorium and several classrooms," Adams wrote of Hartz in her letter.

Hartz said that decorating and working with colors are passions of hers, whether it's designing floral arrangements or decorating birthday cakes for her grandchildren. She said she is glad she gets to incorporate that interest into her job at Western. "It's so fun that they let me do that. They must be really desperate I guess," she joked.

Hartz became involved in the Women's Alliance shortly after she began working at Western, and said the group has been valuable in helping her meet other women from all across campus and in all positions. She said she likes that women, regardless of whether they are faculty or staff, are all equal in the Women's Alliance. "Everybody is by first name," she said. "It doesn't matter what your position is."

Hartz said that equity for women is much better now than when she began her career at Western in 1987. Then, she said, men were paid more than women and got promoted higher and faster than women. "Now, I work for a female dean and a female vice president," she said.

Hartz attributes past inequities to favoritism, but said it is more difficult to promote based on favoritism now because of the current system of using similar pay bands.

"I feel better about equity than I used to," she said. "People need to have their groups represented, and I think we have that now. It's come a long way since I've been here."



Preview of Newly Renovated Directional Halls


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Haven't had a chance to check out the improvements to the directional halls? *echo* videographer Stephen Barnett gives readers a sneak peak.


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Can You Talk to the Animals?

by Rebecca A. Miles

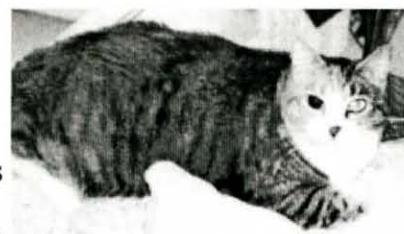
Anyone who has a cat or has ever had a cat knows how special cats are. I have always talked to my cats, discussed my day, what was going on in my life. Cats are great listeners but also give wonderful feedback. They purr, knead their paws in the very spot where you're ticklish and occasionally give you a friendly head butt. And, if you listen closely, you can hear

them talking back to you.

Dr. James T. Baker, professor of history, has a special relationship with his cat as well. So special, in fact, that he decided to write about it in a book entitled *Holidays With Sundae, Conversations With My Cat*. Many people have written about their relationships with their feline companions. Most of the time it's a one-sided story. Dr. Baker presents us with the unique opportunity to listen and learn from our feline friends.

I am an only child, and my Siamese, Ling, was my constant companion. We went everywhere together and discussed everything. She was an integral part of my life. After graduate school, when I went off on my own, the first thing I did was get a cat, Ling II. We talked all the time - we cooked, paid bills, watched television, read books - we were a family.

When my husband came along, my cat decided to accept him (a definite prerequisite for the relationship to continue) and our family grew to include two new cats, Kallie and Penny. New cats require explanations for everything. Your cat food is here; your litter box is there. You will not scratch on anything that looks even remotely interesting. A bag is to carry things, not for you to play in. Christmas trees are not for climbing and my grandmother's antique ornament is not your toy.



Every holiday required some explanation. Why are there red hearts on the wall? Why are we coloring eggs? What's the big pumpkin for? The problem was how to explain it all. *Holidays With Sundae* provided the answers.

Sundae is a calico cat who was purchased for \$50 at an animal shelter. James, Sundae's owner (or should I say Sundae, James' owner?), takes her on a Christmas trip to Louisiana and, for the first time, discovers that Sundae can talk when she asks him why she has been caged for hours in a car. Thus begins an explanation of Christmas and the holidays throughout the year.

James doesn't give Sundae your typical rundown of the holidays. He gives her the historical rundown of the holidays. There's a big difference. Because she watches TV Sundae tends to get the pop culture explanations of holidays. James' explanations broaden her sense of the holiday they are discussing and lead her to question humans, and human nature. James, a history teacher, gets to teach his cat about how holidays have evolved. In turn, we humans get a fresh perspective on our celebrations and ourselves from an unlikely source.



So far, *Holidays With Sundae* was really getting through to my cats. They all sat around when I read at night and listened intently. I don't think they expected to hear about a cat making such a literary contribution. Then we got to April Fool's Day.

James decides to play a trick on Sundae. James tricks Sundae into believing that he doesn't have any more food for her and she won't get any until that night, many hours later. Sundae gets very distressed and James springs the April Fool's joke on her. She isn't amused and lets him know that April Fool's jokes are cruel. A discussion begins on the need to keep ourselves ready for anything. James tells Sundae that when she jumps out at him from around a corner it scares him. She informs James that she's just practicing in case she has to hunt for her food at some point. James says that April Fool's jokes are similar to the game she's playing. Humans have to keep their wits sharp so they play jokes on each other. Some jokes are cruel.

After his explanation, James starts to leave the house for work. He hears Sundae cry out in pain and runs back into the house.

Sundae moans that she came down on her leg wrong when jumping off the counter and howls every time she puts weight on it. In a panic, James puts her in the car and rushes her to the Vet's office. He spends \$100 but gets no good explanation of what's wrong with Sundae's leg, just a comment from the Vet that cats sprain their legs all the time. So, James takes Sundae home.

"I carried her to her bed and put her in it. I went to her litter box and tidied it up. I put more Friskies in her bowl. I went back to her. 'I hate to leave you, Sundae,' I said sincerely. 'I have to go to class. But right after my class I'll come back and spend the lunch hour here.' I usually didn't return until my afternoon classes were over, but my darling was hurt. 'Will you be all right?'

'I think so,' she sighed.

'At least there wasn't a break.'

'No,' she said.

'Are you in pain?'

'The shot helped.'

'Good.' I patted her on the head and lingered to give her ears a gentle scratching.



Then I went to get my brief case and sandwich bag. As I was collecting my gear I heard her jump down from her perch. I listened as her footsteps came across the floor. I watched in amazement as she came through the door to the room where I was standing. She wasn't limping.

'Sundae!' I said, amazed at her coordination.

'Yes?' she said, smiling.

'You're not limping.'

'No.'

'Why not?'

'I've been sharpening my wits, acting human.'

'What?'

'April Fool!''

My cats looked at me contentedly, yawned and rolled over for scratches. Never sharpen your wits on a cat.

I feel it's safe to say that I love my cats, and they have great affection, even love, for me. The next time your cat is curled up in your lap, looking up at you, listen closely ... you can hear the "I love you."

In February, James begins to receive Valentines. When Sundae inquires about all the cards, James decides to explain the customs and traditions of Valentine's Day to her.

James explains about the cards, flowers and candy, all requirements for that particular holiday. When he mentions love, Sundae perks up and wants to know what love is. James explains to her that love is a complex subject but that we have a day for love because our lives are so busy. The conversation turns to a discussion about Saint Valentine, the middle ages, arranged marriages and romance. Finally, Sundae asks James a question.

"Do you love me, James?' she asked."

James replies that he brought her home from the shelter, feeds her, cleans her litter box and takes care of her - it must be love.

"So you believe you love me because you took me here to live, and you show your love by taking care of me all the time.'

'I guess so. I think so.'

'So that's what love is.'

'Probably. It's not all the candy and flowers and cards, all that colored paper stuff. It's being responsible for someone. I know that without me you would be in trouble, so

I take responsibility for you. Ergo, I love you.' She showed no sign that she caught my use of Latin, so once more, to break the seriousness, I tried a little humor. 'Without me, what would you be?'"

It had been on his mind a long time, so James asked his own question.

"Sundae, do you love me?"

She took a long time to answer. Then slowly she began to nod. At last she spoke: 'I don't sing you songs. I don't buy you flowers or candy or send you cards. But I stay here with you. According to that Vet on television, I make you healthier by giving you companionship. You will live longer because of me. I have taken responsibility for you. So, yes, it would seem by our definition, I do love you.'

'Once more I felt tears come to my eyes. I don't know whether it was a distortion caused by the water on my lenses, but I would have sworn I saw Sundae smile. She got up and came over to the edge of the bed and jumped across into my lap. She rubbed against my chest and looked up into my eyes, still smiling, or so it appeared to me. She had not laughed at my humor, but she apparently had understood it. She turned mine on me. 'Without me,' she said, 'what would you be?'"

I have always counted my cats among my best friends. Cats don't care what you look like, what your job is or if you're famous. Cats just care if you feed them, keep their litter box clean and occasionally give them attention when they want it (and not before). If you're a cat lover, you know exactly what I mean. If not, you don't know what you're missing.

If you would like to get a copy of Dr. James T. Baker's book, *Holidays With Sundae, Conversations With My Cat*, there are several different options.

Please write:
Green Hills Press
PO Box 394
Brookings, SD 57006

visit: <http://www.geocities.com/holidayswithsundae/>
contact Dr. Baker: (270) 745-5741, james.baker@wku.edu
or visit the College Heights Bookstore on the third floor of Downing University Center

Rebecca A. Miles is the copy editor for echo and the office associate for the offices of University Communication and University Publications.

Email comments to the editor at: kimberly.parsley@wku.edu

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Telling the Western Story

by Kimberly Shain Parsley

Western Kentucky University aspires to be the best comprehensive university in the state and among the best in the nation, and is well on its way to becoming just that. Prospective students must be getting the message, because enrollment has reached record levels. But how does Western convey that message to people who are not on or near campus? How do we let people in Paducah,

Lexington and areas outside of Kentucky know about the successes of Western's people and programs?

When Bob Edwards, assistant vice president for University Relations, came to Western in January, he began thinking about how to answer those questions.

Before coming to Western, Edwards served as director of College Communications for Thomas More College in northern Kentucky. He said that Western's growth and prosperity is generating a buzz across Kentucky. He said he was eager to accept the opportunity to be a part of the excitement. He decided that with so much information to communicate about the vitality of Western, what was needed was an integrated marketing plan that would ensure all the messages people were getting about Western would be consistent.

Edwards said that there often exist misconceptions about the word marketing. When people hear the word, they often think of advertisements, slogans and sound bites. He said that those are certainly components of marketing, but they are not the first, or even the most important parts. He said an effective marketing plan will outline three areas - the message, the markets and the medium. That means in effect, what you want to say, to whom you want to say it and how you want to say it.



"A way to describe what a good marketing plan does is that it tells your story," Edwards said. "A truly integrated marketing plan communicates important key messages of the University across all its constituencies in a consistent and persistent manner."

Edwards said that Western is sending out hundreds of messages every day, from various sources and to various groups. He said it is important that those messages be coordinated to reflect the overall vision statement of the University: To become the best comprehensive university in the state and among the best in the nation.

Dr. Gary Ransdell, WKU president, said the marketing plan should project an

accurate perception of Western, its points of progress, and its impact on this region and on the whole of Kentucky.

"There is a transformation underway," Ransdell said. "Western is emerging as a nationally competitive university. We are not one of six comprehensives in Kentucky, rather we are a distinctive university on the cusp of national importance."

Ransdell said that it is "absolutely critical" for internal audiences such as faculty and staff to understand and be knowledgeable of Western's successes and goals if we are ever to communicate effectively with broader audiences. He said that each WKU employee is an ambassador for Western, and it is therefore critical that each of them have accurate, timely information about the University.

"The whole reason that we're in a position to raise public awareness about Western is because of the success which our faculty and staff are achieving on a regular basis," Ransdell said.

Edwards agreed, and when he began preliminary work on drafting the marketing plan for the University, he turned first to members of Western's faculty and staff for input.

"There are approximately 1,600 employees at the University counting faculty and staff," Edwards said. "I think it's critical that we pay attention to, communicate with and listen to those internal audiences."

On May 13, the marketing committee held its first meeting. Edwards said he tried to get a cross section of Western's various constituencies represented on the committee. He calls these constituent groups "shareholders," because they are groups that "have a vested interest in Western." These groups include faculty, staff, current and prospective students, alumni, legislators, community leaders, donors and citizens of Bowling Green, Warren County and from across Kentucky.

"We are going to be looking at ways to develop better, more efficient and more effective ways of communicating the positives that are happening here on campus," Edwards said.

Since the first meeting, Edwards has met with the committee members individually. His next step is to meet with staffs of various facets of the University, "so that they can understand, participate in and support the marketing process," he said.

Edwards has asked the marketing committee members to come up with three or four core messages that they feel are central to providing a complete and accurate image of Western. He said he knows the responses will be varied, but that the excellent quality of education that students receive at Western will be a crucial aspect of the marketing plan. He cited a recent survey of WKU alumni that showed that the majority of them felt very favorably about the quality of their educations.



"We want more people to know that," he said.

Tom Hiles, vice president for Institutional Advancement, said he wants each member of the WKU community to be aware of and involved in the development of the marketing plan from the beginning, "because each person can contribute to the success of the plan just as they contributed to Western's overall success."

In the coming months, the campus community can expect to hear more about the process and progress of the marketing plan.

Email comments to the editor at: kimberly.parsley@wku.edu

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Academics

WKU Geoscience Program Going Global

The Department of Geography and Geology urges its students to broaden their horizons and seek information on an international level.

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On the Map

The Geographic Information Systems program gives students an opportunity to be on the cutting edge of their field.

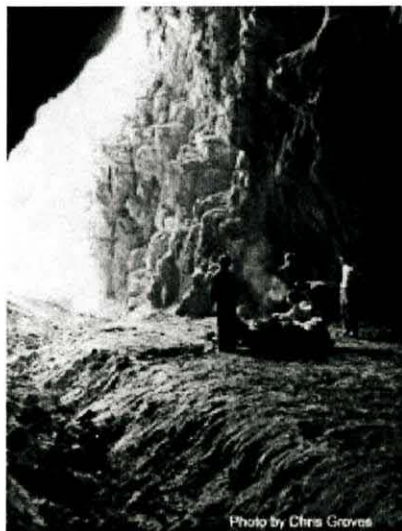


Photo by Chris Groves

While investigating caves in a remote area of Guizhou Province in 2002, a WKU team came across this group of young people enjoying a picnic in the entrance to what they told the team was called "White Eagle Cave."

WKU Geoscience Program Going Global

by Tommy Newton

Developing a global perspective isn't a new idea in Western's geography program. But the Department of Geography and Geology is increasing its emphasis on international experiences for students and faculty.

"Internationalism is an essential part of the geoscience curriculum," department head David Keeling said.

With its noted Cave and Karst Center and a location close to Mammoth Cave, Western attracts interest and visits from cave researchers and geoscientists from around the world. The department also participates in international exchange programs with several nations.

"In this department we look at things from a global perspective," including climate changes, sustainable

development, water quality, cave research and environmental issues, Dr. Keeling said. Many of the issues facing southcentral Kentucky are being faced in China, Australia, Argentina, Great Britain and other countries, he said.

"We like to think we're stretching the imagination of students to see beyond the local context," he said.

Keeling said that international collaborations and exchange programs are a critical part of the scientific and educational process. "One of the things we're really trying to work

on is strengthening our research and academic links with other parts of the world."

The international emphasis also is essential to Western becoming a nationally recognized comprehensive university, Keeling said. When students and faculty make international visits, they help promote Western and its programs to new audiences, he said.

During the summer, 20 Western students traveled to Australia for a monthlong research program. In the spring semester, three leading cave scientists - Yuan Daoxian, founder and former director of China's Institute of Karst Geology in Guilin; Heather Viles of Oxford University; and Andy Baker of University of Newcastle-on-Tyne - were among visitors to campus.



WKU biology graduate student Tricia Coakley surveys the site of a large sinkhole collapse in Liuspanshui, Guizhou Province. An ongoing WKU effort is underway to compare karst-related environmental problems between Bowling Green and this city in southwest China.

Among this year's student achievements are graduate student Joel Despain's participation in cave expeditions that led to the establishment of a new national park on the Malaysian island of Borneo and graduate student Pat Kambesis' master's thesis proposal on "A Systems Approach to the Understanding of Agricultural Contaminant Sources and Transport Within a Karst Groundwater Basin" that received the 2002 Cave Research Foundation Karst Research Fellowship.

"This is really an exciting time for those of us in the cave business here at Western," said Chris Groves, director of the Hoffman Environmental Research Institute. "The world's cave scientists are aware of southcentral Kentucky and Mammoth Cave so this is one of the places they want to visit."

Western's reputation as a leader in cave and karst studies attracts those cave scientists to campus, he said. "That benefits the University and our students," Groves said. "When leading cave experts are here, they have the opportunity to interact with students."

This spring's visit by the Chinese and British cave scientists was made possible by a grant from the American Chemical Society to bring foreign scientists to the United States.



Yuan's trip was the 10th such visit in an exchange program between WKU and China that began in 1994. He and Groves are studying the effects of karst chemical reactions on carbon dioxide levels and are researching water resource problems in China.

"Yuan is widely regarded as the premier cave and karst scientist in China," Groves said.

The visit by Viles is the second in what Groves expects to be a long-term exchange program with Oxford. Groves visited England in 2000 and was joined by graduate student Johnny Merideth for three weeks.

Viles and Groves are working on a project to study how water dissolves limestone and

how the chemistry of water and rock reacts. In the Bowling Green area, the research focuses more on cave formations, Groves said. In England, the research is being applied to limestone buildings such as cathedrals, statues and historic structures.

"The research is trying to look at some of the chemical processes, which are destroying priceless artifacts," Groves said.

Baker, the other British scientist, is using chemistry to measure ancient climates, especially carbon dioxide levels. Groves and the other scientists are interested in how atmospheric carbon dioxide levels are changed by cave dissolution and whether that plays a role in global climatic change.

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On the Map

by Tommy Newton

A special issue of the *Journal of Cave and Karst Studies* may help put Western Kentucky University's new Geographic Information Systems program on the map. "One of the great technological advances over the last 10 years has been Geographic Information Systems, a spatial platform for mapping data, manipulating data and using a variety of techniques to understand the world around us," said Dr. David Keeling, head of WKU's Department of Geography and Geology.

The April 2002 issue of the *Journal of Cave and Karst Studies* features papers that focus on the application of Geographic Information Systems technology, or GIS, which describes computer software systems used to store, analyze and visualize maps and other spatial datasets, to problems of karst evolution, resource management and other aspects of cave studies.

But the application of GIS technology extends to education, business, industry, government, environmental issues, community planning, real estate and emergency services, Keeling said.

Three departments - Geography and Geology, Agriculture and Architectural and Manufacturing Sciences - have worked together to establish a state-of-the-art GIS laboratory in the Industrial Education Building.

A 12-hour GIS Certificate Program has been designed to provide students with practical career skills. The program began in the spring 2002 semester, and more than 100 students have enrolled in GIS courses for the fall 2002 semester.

Students who complete the program will have a solid foundation that spans the collection, management, analysis, interpretation and display of data using geographic information systems.

Keeling said that the GIS program introduces students to new technologies that will prepare them for exciting careers, but that "the more important thing for us is educating students to make intelligent development decisions in communities."

Dr. Stuart Foster, state climatologist and associate professor of geography, agreed. "We

have the ability to capture and manage geographical and spatial data," he said. "We have the ability to display that data. But we must be able to analyze that data."

At the Kentucky Climate Center, Foster and students use GIS technology in their climate-related research activities.

"Part of the philosophy in our department is to go beyond the traditional classroom approach," Foster said. "What we're trying to do is engage our students in applied research activities."

Keeling expects interest in the program to grow as other disciplines become familiar with "the tremendously broad applications" of GIS. For example, history teachers could use the technology for Civil War battles and develop maps showing the military, geographic and economic implications, he said.

While other institutions offer GIS programs, according to Keeling, Western is in a unique position because the region includes a major cave and karst system, a world famous national park, has an interstate transportation system and faces tourism and economic development issues.

"We feel like we have a lot to offer students," he said.

Foster said that the articles, written by WKU faculty, students and alumni, in the *Journal of Cave and Karst Studies* are an example of the opportunities available for WKU students and demonstrate the potential of research using GIS.

Articles by current students include the following:

* "An examination of perennial stream drainage patterns within the Mammoth Cave watershed, Kentucky" by Alan Glennon of Park City and Chris Groves, director of WKU's Hoffman Environmental Research Institute.

* "Hurricane Crawl Cave: A GIS-based cave management plan analysis and review" by Joel Despain of Three Rivers, Calif., and Shane Fryer of Louisville.

Graduate and undergraduate student alumni from WKU's karst program published or co-authored the following:

* "Revising the karst map of the United States" by George Veni of San Antonio, Texas.

* "Karst GIS advances in Kentucky" by Lee Florea of Somerset and Randy Paylor of Lexington.

* "The application of GIS in support of land acquisition for the protection of sensitive groundwater recharge properties in the Edwards Aquifer of south-central Texas" by Geary Schindel of Wheaton, Md.

* "Implementation and application of GIS at Timpanogos Cave National Monument, Utah" by Jon Jasper of Cincinnati.

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People & Positions

Blaine Ferrell new dean of Ogden College of Science and Engineering

Dr. Blaine Ferrell plans to continue and build on the Ogden College of Science and Engineering's success.

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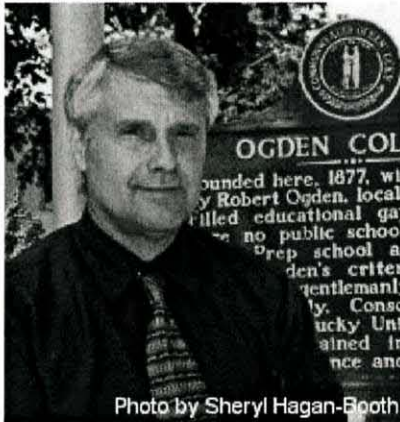
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New admissions director plans to continue breaking enrollment records at WKU

Western is on a roll and Dr. Dean Kahler plans to continue the trend.

Blaine Ferrell new dean of Ogden College of Science and Engineering



As the new dean of Western's Ogden College of Science and Engineering, Dr. Blaine Ferrell wants to build on the program's success.

"I look forward to working with faculty, staff and department heads as part of a team effort to build on the strengths of Ogden College of Science and Engineering to achieve national recognition for providing an outstanding student-centered learning environment,"

said Ferrell, who took over as dean on July 1.

Ferrell, who has been at Western for 24 years, has been associate dean of Ogden College and director of its Applied Research and Technology Program of Distinction since 2000.

"We want to ensure that our graduates are the best in the Commonwealth and among the best in the nation in keeping with Western's vision outlined in the 'Challenging the Spirit' strategic plan," Ferrell said. "As part of this endeavor we will continue to reach out to support our constituents - P-12 teachers, industry and governmental agencies."

Provost Barbara Burch said Ferrell's appointment was made after an extensive national search to replace Dr. Martin Houston.

"I am confident that Dr. Ferrell will provide the visionary and creative leadership essential to guide the continuing growth of the college's initiatives in teaching, research and service," Dr. Burch said. "As Western Kentucky University aspires to be among the best comprehensive public universities in the nation, Dr. Ferrell is well prepared to

provide the leadership that will ensure Ogden College's prominence as the best among its peers."

Ferrell, a biology professor, was head of Western's Department of Biology from 1995 to 2000. He received his bachelor's degree in biology from the University of Pennsylvania in 1973; his master's in biology from Western in 1975 and his doctorate in vertebrate zoology and entomology from Louisiana State University in 1979. He completed post-doctoral work at Vanderbilt University Medical School in 1985.

Ferrell has served on numerous University committees and is a member of several state and national science organizations. As director of the Applied Research and Technology Program, he has been involved in several projects including proposals to develop New Economy initiatives at the Center for Research and Development.

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New admissions director plans to continue breaking enrollment records at WKU

"The Hilltopper family is a very appealing thing," said Dr. Dean Kahler, Western Kentucky University's new Admissions director. "I want to build on that."

Kahler said he is excited about the opportunities to recruit new members to the ever-growing Western family.

Kahler came to Western in late April from Southern Illinois University in Carbondale where he was assistant director of Admissions and interim registrar. He received his bachelor's degree in sociology from Winona State University in Winona, Mich., and master's (public administration) and doctoral

(educational administration and higher education) degrees from Southern Illinois University.

"Dr. Kahler was selected from a list of outstanding candidates and brings much current understanding of the latest use of technology to continue the enrollment growth that Western has experienced in recent years," said Luther Hughes, associate vice president for Enrollment Management. "In addition, he brings much experience in enhancing student quality and has demonstrated vision needed to continue the steps outlined in the University's Strategic Plan of becoming Kentucky's best comprehensive university and one of the best in the country."

In his first months at Western, Kahler has been impressed with the Admissions Office staff, the friendly atmosphere and the beautiful campus.

Those qualities coupled with renovated residence halls, strong faculty and nationally recognized academic programs will assist Kahler and his staff in developing a student recruitment strategy.

In 2001, Western's enrollment hit a record of 16,579. But that doesn't make the recruiting effort any easier. "There are always challenges in the recruitment business," Kahler said.

The types of students being recruited and their needs can change quickly, he said. "We have to anticipate their wants and desires and adjust our strategies to match," Kahler said.

The recruiting process also begins earlier than the senior year of high school and involves more than just Admissions counselors visiting high schools. "We're looking at a whole new culture in our office," he said of an Admissions policy that will be more aggressive and innovative.

WKU faculty, staff, students and alumni as well as the community all play key roles in recruitment and in the effort to enhance Western's image and reputation, Kahler said. "One of the things I want to stress to the campus community and the Bowling Green community is that we're always looking for new ideas and help with recruitment."

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Computer Science

John Crenshaw, Professor
Valma D. Pigford, Professor

Middle Grades & Secondary Education

Jacqueline Schliefer, Associate Professor

Libraries

Linda Allan, Acting Department Head

Music

Charles Smith, Professor

Public Health

Michael Rush, Instructor



Staff
Retirees

Building Services

Ruby Nichols, Building Services Attendant

Libraries

Nada Durham, Social Sciences Catalog Lib
Elaine Moore, Coordinator, Electronic Info

Undistributed Centers

Jerold Richards, Building Services Attendant

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New
Faculty

Accounting & Finance

William Trainor, Assistant Professor

Architectural & Manufacturing Sciences

Jonna Wallace, Visiting Instructor

Chemistry

Kevin Williams, Assistant Professor

Community College

Daniel Rebollar, Instructor

Computer Science

Guangming Xing, Assistant Professor

Consumer & Family Sciences

Stanley Overton, Visiting Assistant Professor

English

Nikolai Endres, Assistant Professor

Kelly Reames, Assistant Professor

Government

Soleiman Kiasatpour, Assistant Professor

History

Richard Keyser, Assistant Professor

Andrew McMichael, Assistant Professor

Eric Reed, Assistant Professor

Mathematics

Paul Hill, Department Head

Thanh Lan Nguyen, Assistant Professor

Wayne Tarrant, Assistant Professor

Modern Languages & Intercultural Studies

Erik Gooding, Instructor

Music

John Cipolla, Instructor

Physical Education & Recreation

John McLester, Assistant Professor

Raymond Poff, Assistant Professor

Physics & Astronomy

Serguei Martchenko, Visiting Research Professor

Psychology

Frederick Grieve, Associate Professor

Sociology

Eric Mielants, Assistant Professor

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Faculty

Promotions

Accounting & Finance

Minwoo Lee, Associate Professor

Agriculture

Charles Anderson, Associate Professor

Biology

Kenneth Crawford, Associate Professor

Cheryl Davis, Professor

Kinchel Doerner, Associate Professor

Chemistry

Lester Pesterfield, Professor

Cathleen Webb, Associate Professor

Communication

Sally Hastings, Associate Professor

Community College

Kimberly Harris, Assistant Professor

Quentin Hollis, Assistant Professor

Martha Houchin, Associate Professor

Mark Staynings, Assistant Professor

Counselor Education

Neresa Minatrea, Associate Professor

Karen Westbrooks, Professor

Engineering

Joel Lenoir, Associate Professor

English

Deborah Logan, Associate Professor

Libraries

Gay Perkins, Professor

Haiwang Yuan, Associate Professor

Mathematics

Bruce Kessler, Associate Professor

Middle Grades & Secondary Education

John Moore, Associate Professor

Terry Wilson, Professor

Music

John Carmichael, Professor

Nursing

Donna Blackburn, Professor
Rachel Kinder, Assistant Professor
Beverly Siegrist, Professor
Deborah Williams, Professor

Physical Education & Recreation

Randall Deere, Professor

Physics & Astronomy

Richard Gelderman, Associate Professor

Psychology

Kelly Madole, Associate Professor

Sociology

Stephen Groce, Professor
Anne Onyekwulje, Associate Professor

Theatre & Dance

Thomas Tutino, Professor

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Grant

**Funded
Positions**

Admissions

John Ruby, Admissions Counselor

Cave and Karst

Rolland Moore, PT-Temp Tech/Paraprof

Child Care

Annette Anderson, Teacher
Misela Bulut, PT-Reg Tech/Paraprof
Daniel Burch, Facilities Associate
Michelle Duke, PT-Reg Tech/Paraprof
Mary Eddie, Teacher
Ashley Foster, Teacher
Nakia Rhodes, PT-Reg Tech/Paraprof

Community College

Amy Thomas, FT-Temp Clerical/Sec

Educational Television Services

Teressa Smith, PT-Temp Tech/Paraprof
Candace Williams, PT-Temp Tech/Paraprof

Equal Opportunity/504/ADA Compliance

Kimberly Harris, Assistant Professor
Quentin Hollis, Assistant Professor
Martha Houchin, Associate Professor
Mark Staynings, Assistant Professor

KEMSA - POD

Sabrina Turner, Office Assistant

Social Work

Suzie Cashwell, Assistant Professor
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**New
Staff**

Academic Affairs

Sarah Sallee, FT-Temp Clerical/Secretarial

Admissions

Dean Kahler, Director

Annual Fund

William Skaggs, Assistant Director

CHF Reimburse

Laurie Basham, SM Temp Clerical

Cheerleader/Topperettes

Tom Jones, PT-Reg Prof/Non-Faculty

Community College

Vickie Williams, Office Associate

Controller

Teresa Wheat, Staff Accountant

Distance Learning Program

Jennifer Ingle, BW PT Tech
Stefanie Kilianski, BW PT Tech

Environmental Health & Safety

Laura Stewart, BW PT Clerical

Equal Opportunity/ADA Compliance

Anita Joplin-Johnson, Office Assistant
Laura Ricke, Office Coordinator

Extended Campus-Glasgow

Jeffery Brooks, BW PT Maint
Nancy Kirk, BW PT Maint

Natassia Peyton, BW PT Clerical

Health & Fitness Lab

Phillip Miller, BW PT Tech

Charlotte Napier, BW PT Temp Tech

Health Services

Jennifer Lawrence, BW PT Tech

Housing & Residence Life

Kimberly Rickman, Housing Assistant

Kathryn Stewart, Asst Residence Hall Director

HVAC Services

Kevin Duckett, Boiler Operator

Daniel Jolly, Water Treatment Technician

Interactive Television

Pavan Mamidi, BW PT Temp Tech

International Programs & Projects

Robin Borczon, Assistant Director

Marketing

Helen Talley, BW PT Clerical

Network Computing

Terry Dunlap, Network Security Specialist

Leslie Preece, Assc Dir, Telecommunication

Postal Services

Corey Rigsby, BW PT Temp Clerical

Social Work

Donna Carr, Office Associate

Sponsored Programs

Steva Kaufman, Office Associate

Student Financial Assistance

Jennifer Burchell, Financial Aid Assistant

Student Technology

David Raney, BW PT Temp Tech

Teaching & Learning

Joshua Marble, Office Associate

Undistributed Housing Expense

Terry Carroll, Building Services Attendant

Tina Roberts, Building Services Attendant

Women's Basketball

Kyra Elzy, Restricted Assistant Coach

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Staff

Promotions

Bookstore

Patricia Duvall, Office Assistant

Chief Financial Officer

Shavonna Smith, Budget Analyst

Gordon Ford College of Business

Tammy Liscomb, Office Associate

Institutional Advancement

Heather Slack-Ratiu, Director, Dev/Libraries

Ogden College of Science and Engineering

Blaine Ferrell, Dean

Sponsored Programs

Steva Kaufman, Compliance Specialist

Student Financial Assistance

Susan Martin, Financial Aid Counselor

Darlene Young, Financial Aid Counselor

Women's Basketball

Carrie Daniels, Assistant Coach

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Professional Activities

*Submissions for entry in the Professional Activities section should be sent to Rebecca Miles, rebecca.miles@wku.edu. In order to get Professional Activities in the Sept. edition of Echo, please send them to Rebecca Miles **As Soon As Possible!** All submissions must be sent electronically. Please include name, department, title, current position, name of presented or published work and name of publication or conference. No acronyms or abbreviations please.*

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Economics

Dr. Brian Goff's article (with Dr. Robert Tollison, University of Mississippi) entitled "Explaining U.S. Federal Deficits: 1889-1998," was published in the July 2002 issue of *Economic Inquiry*, pp. 457-469.

Dr. H.Y. Kim presented his paper entitled "How Serious Are Households' Low Saving & Debt?" at the 77th Annual Conference of the Western Economic Association International that met in Seattle, Wash., June 29-July 3. Dr. Kim also served as a discussant for papers dealing with macroeconomic analysis and chaired a paper session dealing with business cycles.

Dr. Michelle Trawick presented her paper (coauthored by Dr. Catherine Carey) entitled "Labor Regulations & U.S. Direct Investment Abroad," at the 77th Annual Conference of the Western Economic Association International that met in Seattle, Wash., June 29-July 3.

Engineering

Dr. Robert A. McKim gave the keynote address and paper entitled "Two Decades of Trenchless Technology in North America - Lessons Learned," at the 5th National Conference of the Australian Society for Trenchless Technology, Sydney, Australia, Aug. 2002.

Dr. Robert A. McKim took three undergraduate engineering students to participate in an international civil engineering competition in Montreal, April 27-31. Students finished fourth in the infrastructure assessment competition behind teams that included master's level engineering students.

Dr. Robert A. McKim participated in a National Science Foundation sponsored technical delegation to Europe, May 18-31. This delegation participated in a research colloquium sponsored by the University of Birmingham, England; visited the National Research Institute of Finland to review computer vision developments from there that are being imported to the U.S.; escorted a delegation of North American municipalities and industry members to St. Petersburg, Russia, to review technology advances in this country's underground technology; and participated in the International Society for Trenchless Technology's international conference in

INTERNATIONAL SOCIETY FOR FINCHNESS TECHNOLOGY'S INTERNATIONAL CONFERENCE III
Denmark.

Government

Dr. Saundra Ardrey studied the personal papers of Sen. Georgia Powell (first African American and the first woman Kentucky state senator), and Rep. Mae Street Kidd (first African American woman state legislator), at University of Louisville.

Dr. Margaret Ellis participated in a collaborative conference on constitutional law in Washington, DC, June 5-8. The Association of American Law Schools and the American Political Science Association sponsored the conference. She was also selected as a summer fellow to study at the Supreme Court Historical Society Summer Institute in Washington, DC, June 9-28.

Dr. Roger Murphy conducted research and taught 21 WKU students in the Czech Republic for four weeks, June 3-28. During the first two weeks of July he traveled to Russia (Moscow and St. Petersburg) to set up summer study opportunities for students.

Dr. Edward Yager received a WKU Summer Faculty Fellowship to study at the Ronald Reagan Library in Simi Valley, Calif., in June and July.

History

Dr. John Hardin presented "Kentucky African American Heritage From 1900 to the Present," at the 2002 Kentucky African American Heritage Forum on Feb. 28. The forum was held in the Brown-Forman Room of the Kentucky History Center in Frankfort, Ky. He also facilitated a breakout session on the status of Kentucky African American heritage from 1900 to the present.

Dr. John Hardin and Dr. Marion Lucas were part of a selected panel of four scholars at the Kentucky History Education Conference on Teaching African American History in Frankfort, Ky. The conference was held on July 1-2, at the Kentucky History Center, and sponsored primarily by the Kentucky Historical Society. Dr. Lucas spoke on teaching "Africa to America to Kentucky" and Dr. Hardin spoke on the migration of Kentucky African Americans from "Countryside to City" in the period from 1890 to 1954. Seventy teachers from Ky. P-12 schools were present for the conference.

Dr. Richard V. Salisbury published an article entitled "Anglo-American Competition in Central America, 1905-1913: The Role of Sir Lionel Carden," in *Diplomacy and Statecraft*, Vol 13, No. 1 (March 2002), pp. 75-94.

Dr. Richard V. Salisbury presented a paper entitled "From Roosevelt to Taft: Great Power Transition in the Caribbean," at the Southeastern Council of Latin American Studies Conference, March 1, hosted by the University of South Alabama, Mobile, Ala.

Dr. Richard V. Salisbury presented a paper entitled "Great Britain, the United States, and the 1913-1914 Mexican Crisis: The Role of Sir Lionel Carden," at the meeting of the Society of Historians of American Foreign Relations," June 21, hosted by the University of Georgia, Athens, Ga.

**Modern
Languages
and
Intercultural
Studies**

Dr. Darlene Applegate, Anthropology, presented a paper entitled "Assessing the Integrity of Cave and Rockshelter Assemblages: Examples from Kentucky," at the 67th Annual Meeting of the Society for American Archaeology, Denver, March 2002.

Dr. Darlene Applegate, Anthropology, presented a paper entitled "Bioarchaeological Analysis of Human Remains from 15A1329A, A Late Woodland-Mississippi Period Stonebox Cemetery in Allen County, Kentucky," with co-author Nica DeDominico-Murphy at the 18th Annual Kentucky Heritage Council Archaeological Conference, Frankfort, March 2002.

Dr. Darlene Applegate, Anthropology, published, "Artifact Displacement and Damage Resulting From Human Trampling," in *Bulletin Voor Archeologische Experimenten en Educatie*, Leiden, the Netherlands, January 2002.

Dr. Darlene Applegate, Anthropology, published, "Evidence of Differential Mortuary Treatment from the Watkins Site (15Lo12), a Woodland-Mississippi Period Burial Mound in South-central Kentucky," in *Proceedings of the 21st Mid-South Archaeological Conference: Ethnicity in Archaeology*, pp. 33-45. Edited by C. Andrew Buchner. Panamerica Consultants, Inc. Special Publication No. 2. Panamerica Consultants, Memphis, March 2002.

Dr. Erika Brady's, Folk Studies, book, *A Spiral Way: How the Phonograph Changed Ethnography* (Univ. Press of Mississippi, 1999), has a chapter reprinted in *The Anthropology of Media: A Reader*, published by Blackwell, 2002. This volume is the first critical overview defining the emergent field of the anthropology of media, and includes works from such scholars as Marshall McLuhan, Margaret Mead, Gregory Bateson and John Berger.

Dr. Laura McGee, German, received a Fulbright Junior Faculty Research Award to spend the 2002-2003 academic year in Berlin, Germany, where she will do research on post-unification cinema issues.

Dr. Linda S. Pickle, German and head of the MLIS Department, presented a paper entitled "Communia, Iowa, and Ste Genevieve, Missouri: Family Letters in the Joseph Venus Collection," at the Society for German-American Studies Symposium in Amana, Iowa, in April. She was also given the Audrey Remley Award for her support of female students during her years of service at Westminster College, Mo., in a ceremony at that institution on April 20.

**Postal
and
Printing
Services**

Marshall Gray was awarded the Mail Manager of the Year Award at the College and

University Mail Services Association (CUMSA) Conference hosted by Wake Forest University. This award is presented to the Mail Manager who has demonstrated exemplary service to CUMSA, the Mail Service Department of a college or university, or the mail service industry. He was also elected a member of the CUMSA Board of Directors for the 2002-2003 year and is the information technology chairperson for the Association.

Psychology

Dr. Steve Haggbloom's article entitled "The 100 most eminent psychologists of the 20th century," was published in *Review of General Psychology* (2002, Vol. 6, No. 2, pp. 139-152). Also, *Psychology Today* and the American Psychological Association's *Monitor on Psychology*, have both done news stories about the article.

Email comments to the editor at: kimberly.parsley@wku.edu

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False Economy

by Joe Glaser

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I read "It's Economic Development, Stupid!" *echo's* May/June commentary by Aaron Hughey, thinking, "Why is this fellow calling me stupid?" If you missed it, Hughey's article urged some utterly undefined emphasis on "economic development" in higher education with frequent "digressions" to the effect that anyone who doubts him is stupid, irrelevant, frozen in the distant past, antediluvian and comprehension-impaired.

Aside from insulting the rest of us, I'm unsure what Hughey hoped to accomplish. What does he want the University to do? He never exactly says, but I think he meant to endorse job training (service to the "new economy") and to disparage liberal education (the ivory tower). If so, he's late to the party. The same case was made with far greater cogency by the Greek sophists of the fifth century B.C. and amply rebutted then by Socrates. Hughey, who seems to be the product of the sort of education he favors, shows no sign of knowing this, or of having read the series of blue ribbon critiques of American education that began with 1983's *A Nation at Risk*. Not one of those reports claimed American education was too liberal. Instead, they found it unadventurous, unchallenging, and dominated by short-term "economic" concerns - exactly the sort of cramped vision Hughey seems to favor.

The issues Hughey fumbles with arise in each generation. Do we educate students for jobs or general knowledge? Wisdom or marketable skills? Well, to begin, as Hughey knows himself, no law says we have to choose one or the other. In theory a typical undergraduate degree program includes two years of general education (basic science, history, math, communication, aesthetic appreciation) and two years of specialization (marketable skills). We may not carry out this scheme very well, but there's nothing unreasonable about the plan itself. If we did have to choose, however, the sensible course would be to let bosses train their own employees, as most do anyway. Liberal studies are far more valuable than vocational programs to society at large. Ultimately, I think they are more practical for individual students as well.

Education for Freedom

In general, Socrates and his modern followers hold that education should not focus on tools and techniques, but freedom and empowerment. Operant training equips people to pursue ends already defined by others, leaving them and the world essentially stuck in place. Fundamental principles and values (certainly including those derived from science and mathematics) give people tools to set their own agendas, to change the status quo. A democracy is interested in this sort of liberal education because an informed and critical citizenry is its lifeblood. That's why Western's "clients," as Hughey mulishly calls students, pay less than half the expense of their own education. The value of an educated citizenry is so great that the state is willing to share the cost.

It's easy to see why. How else can a society become better than through citizens who are roundly and humanely educated? Nothing is more valuable in this regard than the "irrelevance" Hughey condemns. All those now-disgraced Enron managers and auditors no doubt graduated from crackerjack business and accounting programs. They'd have been better off in film studies reviewing the career of Gordon Gekko. Only from outside the culture of the moment can one see its strengths and weaknesses, what must be preserved and what would be better changed. That's the perspective liberal studies provide. One day the "new economy" will be the old economy, if it isn't already. Basic principles will be invaluable in determining what will take its place and who gets to decide. To cite just two examples, how will we eventually balance environmental and productivity concerns or address the revolting gap between rich and poor in our society and the world? Socrates has guidance to offer. So have Bach, Monet, Charles Darwin, John Dewey and Margaret Atwood. Vocational training has none.

Practical Considerations

In the 1950s a high school friend of mine dodged college prep classes in order to learn the coming thing, TV repair. Today we don't fix TV's. We toss them. He might as well have gone in for dry-cleaning fedoras, as, in the 1930s, I'm sure someone did. The future pitches us one knuckle ball after another. My own fling with civil engineering came to grief when I couldn't work my slide rule. (The only reason I ever thought of engineering in the first place was the call in those days - the height of the Cold War - for more practical education to overtake the Soviets.) "Hopeless," said the professor, and he was right in more ways than he thought. How could he guess that the Iron Curtain would crumble, the Cold War would settle onto the ash heap of history, and engineering would soon be transfigured by tools and technologies that neither of us could imagine? I wouldn't trust a highway bridge I'd engineered, but not because I never got the hang of a slide rule. I haven't seen a slide rule in 20 years.

If I'm right about Professor Hughey's ideas, he's the one with his head in the sand. Instead of preparing people for whatever may come (and, better, preparing them to shape whatever may come), he seems to think time will stand still from 2002 forward, so that educating students for conditions today will set them up to succeed in 2020 or 2035. It won't. For that they'll need enthusiasm, creativity, vision, cunning and grit. Introduction to philosophy, art history, college algebra, Western civilization and American national government seem more likely to inculcate those qualities than practical advice about how to manage pullets or clean teeth.

I'm sure there are inspiring, creative classes in funeral home management or developmental career counseling, and I've suffered through a couple of excruciating, illiberal courses in biology and music history. But according to the Bureau of Labor Statistics every year over 10 percent of the workforce switches jobs. Biology and music history concern intrinsically valuable, widely adaptable, inherently broadening subject matter that, given the unknowableness of the future and the volatility of people's actual work lives, makes them more permanently useful than education for specific careers.

For me, that's the significance of slogans like "Life more life" and "The spirit makes the master." No matter how far we fall short of those ideals, our essential role is not to whittle students down to slip into pre-existing slots, but to educate men and women

for challenges about which we know two things for sure: they will affect the basic conditions of all our lives, and they will be quite different than anything even Professor Hughey is presently equipped to imagine.

Dr. Joe Glaser is a professor in the English Department.

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