The mission of Western Kentucky University is to prepare students to be productive citizens of a global society and to provide service and lifelong learning opportunities for its constituents. This mission can only be achieved through the efforts of our faculty, staff, students, and alumni with a gleam in their eyes for excellence in teaching, research, and service. The articles in this issue of The Western Scholar reflect the commitment and dedication of WKU faculty, students, and alumni to achieve excellence.

Dr. Mustafa Atici, Associate Professor of Computer Science, teaches his students graph theory for solving simple to complex problems. Graph theory is used in math and computer science, but also many other fields such as community planning, operations research, and engineering, particularly circuitry and networks. Dr. Atici’s work is on the cutting edge in his profession and is truly a beautiful application to science.

The faculty in mathematics and computer science have a long-standing tradition of excellence. Dr. Shirley Gray, a 1957 alumna of WKU, describes the wonderful faculty-student relations in learning mathematics. Her career took her overseas and then to California where she is a professor of mathematics at UCLA. She has continued the WKU tradition of excellence as demonstrated by her leadership to develop the National Curve Bank Project that bridges the gap between traditional mathematics instruction and computer media technology.

In the College of Education and Behavioral Sciences, faculty members Dr. Sally Kuhlenschmidt, Dr. Pitt Derryberry, Dr. Kelly Madole, and Dr. Vernon Sheeley have been applying educational and psychological theories to advance teaching, research, and service. Dr. Kuhlenschmidt, Director of the Faculty Center for Excellence in Teaching, combines principles of psychology and learning in advancing the field of assessment in higher education. She is an invaluable resource to assisting our faculty in striving to reach excellence in their teaching. Through her teaching and research, Dr. Kelly Madole, Associate Professor in the Department of Psychology, provides opportunities for her students to understand the cognitive developments of infants and children. Dr. Derryberry’s studies on honesty and altruistic behavior led to the application of what motivates volunteers to serve their communities. His insightful approach helps us understand the relationship between altruistic values of college students and volunteer activities.

Lastly, Dr. Vernon Sheeley, Professor, Counseling and Student Affairs, has devoted his life to excellence in teaching, research, and service. A prolific writer and educator, Dr. Sheeley has over thirty years of service at WKU and has influenced the academic careers of many undergraduate and graduate students.

The theme of excellence in teaching, research, and service is continued in the two articles about faculty in the Potter College of Arts, Humanities and Social Sciences — Dr. Tom Hunley and Ms. Yvonne Petkus. Dr. Hunley’s poetry is entertaining and provocative. An established teacher and scholar, Dr. Hunley provides inspiration for his students and his colleagues alike. Finally, Ms. Petkus, Assistant Professor of Art, shares with us how her experiences shaped her career, perceptions, and artwork. Her studies of Baroque painters, who built and expanded on the naturalistic tradition during the Renaissance, greatly influenced the direction of her art.

You will find, as I have, this issue of The Western Scholar to be filled with exceptional articles about our faculty. I encourage you to read and browse through the stories and take with you a renewed perception about Western’s excellence in teaching, research, and service.

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SITTING AT HIS DESK, DR. MUSTAFA ATICI TAKES A PEN AND BEGINS DRAWING SHAPES ON A SHEET OF PAPER. FIRST HE DRAWS A SQUARE, THEN CONNECTS THE CORNERS WITH AN X AND ADDS A TRIANGLE SHAPE ON TOP. IT LOOKS LIKE A SIMPLE HOUSE A YOUNGSTER MIGHT DRAW — AND THE ORIGINAL PICTURE DOES APPEAR AS A GAME ON THE KIDS’ MENU AT A BOWLING GREEN RESTAURANT.

“Now you’re going to start at one point, and draw each line once. Can you cover all the lines? That was the question in the handout for kids,” Dr. Atici said. “It looks like a simple question but this is nothing but a graph problem.”

The game may look like connect the dots, but it’s actually an example of graph theory. “It’s amazing. Almost every problem can be made a graph problem,” he said.

Dr. Atici, Associate Professor in the Department of Computer Science at WKU, asks his students to look at a graph problem that his father showed him as a middle school student in his native Turkey. The problem involves connecting three neighboring houses to three water wells. Each house must have a path to each well but the paths can’t cross each other. “Is it possible to find such a path?” he asked.

Dr. Atici always offers to buy lunch for a student who can solve the problem. “But I know this cannot be done,” he said. “This is undoable.”

Mathematics wasn’t Dr. Atici’s best subject during his middle and high school years. But at the Ege University, Izmir, he became a top math student as he focused on applied math over pure math.

At the Turkish university, his adviser offered a course on graph theory and had a copy of a book by Frank Harary, one of the world’s leading graph theorists. “It was the kind of math we had never seen before,” Dr. Atici said. “Simple, game-type math. Not too-complicated proofs. You got to draw interesting pictures. That’s how I got started.”

After receiving his bachelor’s degree in 1986, Dr. Atici attended the University of Nebraska, where he received master’s degrees in math (1991) and computer science (1994) and his doctorate in computer science and engineering (1996).

In graph theory, the graph is a collection of dots (or vertices) that may or may not be connected to other dots by lines (or edges). Graph theory has numerous applications beyond math and computer science, Dr. Atici said. It can be used in research projects in areas like engineering, computer science, or any applied science, and in community planning to build highway systems or utility infrastructure.

CONNECTING THE DOTS

BY TOMMY NEWTON
The most reliable network is an "all to all" network, but that network is not the most efficient, he said. An "all to all" phone network would require having each phone in each building connected to each phone in all other buildings. In that scenario, utility lines would fill the sky. "There'd be no place for the birds to fly," Dr. Atici said. "What you want to do is to use a minimum number of lines to provide the most reliable network," he said. "That is the main problem we are working on."

A computer network needs to be reliable to be any good. "You want to be able to communicate," he said. "If you send an email today and it is received a week later, the network is not reliable or carrying the message on time." Dr. Atici sketches a simple computer network with five computers connected to a router. If computer A wants to communicate with computer B, the connections go through a router. However, if the router is down, there's no communication. Then he draws the network as a five-sided shape with lines connecting the computers. To communicate with other computers, lines would have to connect each one. For a large network with a given number of computers, one needs to determine the minimum number of lines needed.

"This problem is hard to solve," he said. "Hard meaning there's no polynomial algorithm that can find the minimum number for every graph. You have to spend quite a bit of time on an exhaustive search that can find the best solution."

Dr. Atici and others are working on simple graphs for the answers that may solve larger problems. But even the simple graphs may not have simple answers. He sketches a network of five computers with five connections. The simplest is a pentagon shape, but he draws another sketch of the five and five connection. Determining which has the highest integrity is the puzzler. "What we try to do is play around with the smaller examples and expand that to larger examples," he said.

Then he expands his network to six computers with nine connections. He draws two examples. One has each computer with the same amount of connections; the other is unbalanced with one computer connected to four others and two with only one connection. "If I have a network of a thousand computers, what is the least number of lines to connect them?" he asked.

Two graduate students working with Dr. Atici spent three to sixth months of computing time to solve one graph theory problem. Larger problems require more time. "One has to exhaustively try each and every possibility," he said. "It's time consuming. That's why we're trying to find a theoretical bound."

Dr. Atici has published several papers on his graph theory work and hopes his research provides benefits in the future. "Someone has to do the basics and the theory," he said, noting that basic math formulas discovered thousands of years ago are used today. "I don't call myself a graph theorist," he said. "I just use the graph theory as a tool."

Here is an example that may not look like a graph problem. In chess, the knight's move consists of moving two squares horizontally or vertically and then moving one square in the perpendicular directions. For example, in the following figure a knight on the square marked K can move to any of the squares marked X. A knight's tour of an nxn board begins at some square, visits each square exactly once making legal moves, and returns to the initial square. The problem is to determine for which n a knight's tour exists.

"What I'm working on right now is the graph integrity of the computer network," Dr. Atici said.

For a community or a college campus, the graph integrity can be visualized in computer or telephone networks where efficient and reliable connections are needed with the least number of connections.

Graph theory has numerous applications beyond math and computer science. It can be used in research projects in areas like engineering, computer science, or any applied science, and in community planning to build highway systems or utility infrastructure.
The mathematics faculty at Western in the 1950s — Henry Yarborough, Hugh Johnson, Suzy Howard, and Perry Snell — are remembered with special admiration by students. This dedicated team taught students to respect those who had contributed to the depth and breadth of calculus, the cornerstone of a math, science, or engineering education. In particular, two students, Shirley Barnes ('57) and her future husband Harry Gray ('57), used the same text in successive semesters and still own their copy of “Granville.” That background would lead Shirley on a special quest years later.

After graduating from Western, Shirley Barnes Gray remembers thriving on teaching and scholarly activities. “After years of extensive study and travel abroad with my husband, and having three children, I arrived at mid-life determined to achieve my goal of a Ph.D. I was lucky to win a small scholarship since women of my generation were not encouraged, especially in mathematics,” explained Gray.

A few problems arose. Could she support a teenage son, take the Graduate Record Examination (GRE) at age fifty, complete a degree before she was too old to reap the subsequent benefits, and finally find employment near her home?

Her first priority, like almost any woman graduating in the 1950s, had always been her family and her home. But she wanted to do something. She wanted to keep her private life in order, while also being able to pursue the demands of graduate education and then to earn tenure in an academic post.

“As a fifty-year-old who had not lived off a university campus since entering Western, I was often critical of the requirements. There were times when I truly struggled with some of the nonsense that goes into graduate education,” Gray said. “But I was blessed with support from my family. Also, we now recognize that the Gray family had been blessed with good health during this period.”

After completing her Ph.D. and finally arriving at her goal of a university position, she then had to ask herself what she should really do. Most young faculty members immediately
already written fifteen books and perspective from that of most new
certainly could do, or producing a
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future calculus texts.
Agnesi” a permanent place in
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Shirley and her husband, Harry, had
while trying to remain focused on a
many distractions
to do something that
was fun, to spend time on things she
really enjoyed.
She had lots of positive feedback
her teaching. She had often been
told she was a great teacher. The
rewards of giving a good lecture,
being a popular instructor, were
not lost on her. Students had often
remarked that her enthusiasm for
math was outstanding. For Harry and
Shirley, to stand in front of students
and not be well prepared is a sin. But
her scholarly achievements apart from
teaching took a more circuitous route.
In the 1990s, remembering
“Curves for Reference” in the back
or her Granville Calculus text from
Western, she was intrigued by the
curve known as “The Witch of Agnesi”
and with Maria Gaetana Agnesi (1718-
1799), the first woman to publish
a surviving work of mathematics,
Istituzioni Analitiche (1748). Earlier
women may have published a book,
or written a manuscript, but their
work has simply not survived. Shirley
has often wondered about identities of
authors, “Surely some woman wrote
something that exists in some library,
but is assumed to be a man, or is
disguised under a man’s name. After
all, the history of mathematics has
documents spanning 3,000 years.”
Equipped with legitimate scholarly
credentials, Dr. Gray gained entrance
to rare sources and started building
a large circle of professional friends.
Taking advantage of Harry’s travel,
Shirley started to collect Agnesi
materials from many of the world’s
great libraries. In particular, days in
the British Library and at the Royal
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The extent of her
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had rested for several
centuries. Shirley herself visited
the library in Jerusalem where the
palimpsest was moved after the Turks
took Constantinople in 1453. Classical
scholars were more than willing to
help her.
Moreover, she was building a
broad network of friends through
attending conferences and work-
shops. “The lessons on this important
aspect of building a professional
career I learned from Harry.” Shirley
said. “Chemists thrive on knowing
one another and working together.
Students who major in lab sciences
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he also had more Ph.D. students and
postdocs (approximately 125) teaching
in universities around the world
than any other single U.S. professor.
Shirley had been part and parcel of
this process. She knew the struggles
go into juggling many distractions
while trying to remain focused on a
lengthy academic pursuit. She felt she
had “been there, done that.” Harry
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and proficient enough with new
technology, that she immediately
recognized that a web site would be a
perfect medium to display her Agnesi
collection. This resulted in http://
curvebank.calstatela.edu/gray/
Agnesi. The site keeps collecting hits
as the search for women in math-
ematics broadens. The materials were
part of a display in the main New York
Public Library during the summer of
2004.
But having learned to enjoy the
new mathematics-related software
programs, web development tools,
and graphing calculators — the
visual communication of mathematics — Shirley
realized there was more
to be done than merely
commemorating Agnesi. In
2001 she proposed to the National
Science Foundation (NSF) the
idea of building a national math
archive. Europe has several. The
United States has only recently “caught
the wave” of looking into its relitively short
mathematical history and supporting Yankee
scholarship. This includes everything
from Granville, Smith, and
Longley’s clas-
tical text to Tom
Lehner, baseball, and
Mandelbrot’s fractal
gometry. NSF funding has resulted in http://
curvebank.calstatela.edu/

The National Curve
Bank (NCB) Project is
designed as a resource
for students of math-
ematics. Dr. Gray, as
director of the NCB,
strives to provide
features on the web — for example,
animation and interaction — that a
printed page cannot offer. She hopes
to bridge the gap between
traditional math classroom
instruction and computer
media, the dominant
technology of the
current generation
of students.


http://

http://
curvebank.calstatela.edu/


The collection of materials and the network of friends continue to expand as new invitations arrive. Harry has plans to go to Rome in the fall. Shirley is already plotting to get herself admitted to the Vatican Library to see the only two very old copies of Euclid’s *Elements* in the world. She has read the D’Orville 301 (888 AD) Euclid at the Bodleian. But the Vatican has another Euclid, which may be older, and is slightly different. Naturally she wants to compare the two.

But seeing the Vatican’s Euclid, which she considers as one of the great treasures of civilization, is only her first stop. She has been in communication with *Il Direttore* of the *Divisione Filatelia* of the Italian postal service. Shirley thinks Italy should issue a stamp in Agnesi’s honor. She will try to arrange a meeting with the officers to present the credentials for an Italian woman, well represented in American mathematics texts and well known to American students, but not well-known in her native country.

Needless to say, Dr. Gray is pleased that an illustration she saw in the back of a math text in the 1950s at Western is still very much a part of her scholarly life.

“The printing press has controlled mathematics communication for almost 500 years,” she said. “Our notation is awkward, often a mystery, even for mathematicians not working directly in a given field. This is certain to change. Free web information will inevitably illustrate and support chalkboard instruction where appropriate. The sciences are thriving on technology. Math is certain to move in this direction.”

What now? The National Science Foundation encouraged the NCB project to focus on undergraduate topics. The project is taking on a life of its own as the number of “deposits” in the Bank builds and the archive expands.

Current Western math faculty members, Tom Richmond and Bettina Richmond have made a contribution to the NCB and Wanda Weidemann serves on the National Advisory Board. Long-time Western faculty member Pat Hooper was Shirley’s roommate in McLean Hall. “Patsy will certainly tell me if something is wrong,” quipped Dr. Gray. The NSF and the NCB Board are now encouraging building in the area of Calculus surfaces. Collaborators in Computer Science want to add pages using JAVA.

Shirley’s students at Cal State Los Angeles are providing much of the expertise that goes into polishing the contributions to the National Curve Bank Project. Shirley encourages the faculty at Western and their many graduates in high schools across Kentucky to work with their students. On many aspects, Shirley says she has learned from, rather than taught, her 20-year-old students. “At this point many college students have much to offer older faculty members,” she declared. “Many undergraduates may not be so well versed in the classics but they have never read a line of code that did not interest them.”
Teaching and Learning

BY KIMBERLY PARSLEY

“...I think I was born interested in psychology. I know a lot of people go through a kind of wondering phase. All I wondered was what to call what I was interested in. When I found out in junior high that it was called psychology, I was delighted,” she said.

Dr. Kuhlenschmidt said that her experience as a professor of clinical psychology (with minors in industrial/organizational psychology and statistics) fits well with her role as FaCET director.

“The professor part is important because having gone through the tenure and promotion process as a faculty member and having taught students each term gives a legitimacy to my role at FaCET, and it also keeps me grounded in reality.”

She has also found her diverse psychology background to be beneficial. “Teaching and learning are fundamental psychological principles. Learning is what psychology was founded on,” she said.

Dr. Kuhlenschmidt said she has no difficulty finding research projects that incorporate both teaching principles and psychological methods. “I think about the world as a psychologist so when I look at a problem, I try to solve it using psychological approaches.”
Psychology and teaching have in common an emphasis on assessment, an area on which much of Dr. Kuhlenschmidt’s research has focused. “There’s a lot of assessment in teaching and in higher education, everything from testing students to faculty evaluations to program evaluation,” she said. “Being comfortable with this field is a useful skill to have.”

In a recent study, Dr. Kuhlenschmidt and psychology colleague Dr. Steve Wininger conducted an online survey to determine the testing habits of Western Kentucky University faculty. Dr. Kuhlenschmidt said that there were assumptions prevalent on campus about testing habits, such as the frequency of grading on a curve, or of using multiple-choice vs. essay questions, but there were no data regarding any of the assumptions.

There were 215 full-time, part-time, and adjunct faculty who completed the thirty-five-question survey. The major findings of the report were published in the FaCET newsletter, “The Teaching Spirit,” which can be found online at http://www.wku.edu/teaching/newsletters/14_4.html#2. Both Kuhlenschmidt and Wininger plan further publications and presentations based on the results. In addition, they intend to expand the survey to get a national sample.

Dr. Kuhlenschmidt said that investigations of common testing habits are particularly pertinent given the current national movement toward an increased focus on assessment and accountability. She said that assessment can be a useful tool, but that opportunities for misuse of assessment are abundant. She explored these opportunities for misuse in a panel presentation (with psychology faculty John Bruni and Patty Randolph and Provost Barbara Burch) titled, “Dirty Little Secrets of Educational Assessment.”

“Waving a test at something doesn’t make it all better,” she said. “Americans as a group are test happy. In my opinion, we tend to over test. We may test without ever evaluating the data, and if we test too much, we don’t have time to evaluate the data.”

She explained that there are two types of assessment, summative and formative. Summative assessment is what most likely comes to mind when one hears the words assessment or test. It is a grade on an exam or at the end of a class. For faculty, it might be an evaluation.

“Our mission falls more under formative assessment, that is assessment that helps a person improve, grow, change,” Dr. Kuhlenschmidt said. “An example of formative assessment is asking students at the end of class to write down the most important thing they learned, then looking over the results and drawing some conclusions about how effective a presentation or activity was. Aside from the teacher, no one else might ever see the results, but that kind of formative assessment keeps us going and growing.”

In addition to assessment, another national movement on which Dr. Kuhlenschmidt is at the forefront is student engagement, also a focus at Western. The FaCET mission is to inspire excellence in teaching. FaCET promotes exemplary ideas, activities, and resources designed to engage learners in the classroom and beyond. “Student engagement is a good concept because it captures some of the basic principles of effective instruction,” Kuhlenschmidt said.

Student engagement is the idea that learning only occurs when a student is actively processing the information. “When you have a learning experience where students have had to do something or enact something, they are much more likely to remember the information than if they have been passive recipients of a lecture or experience,” Dr. Kuhlenschmidt explained.

She said that the benefits of making students active participants in the learning process have been long acknowledged, and she is glad to see a heightened focus on that aspect of teaching and learning.

FaCET has a library that offers faculty a wide range of resources on teaching and teaching approaches and includes information on such specific topics as retention, freshman seminar, assessment, teaching philosophies and more.
Digital cameras, laptop computers, digital projectors, a digital video camera, a portable public address system, and other equipment can be borrowed from FaCET.

Dr. Kuhlenschmidt said that technology, specifically the Internet, offers faculty enormous opportunities for teaching in and out of the classroom. Much of her own research and creative work has centered on Internet-based information and instruction, including completing a certificate in distance education from the State University of West Georgia. “I wanted to have the experience of being an online student,” she said. That experience includes several publications concerning on-line learning.

In addition to constructing and maintaining both her own professional website and being involved with the FaCET website, Dr. Kuhlenschmidt has also created websites for many of the professional organizations and groups of which she is a member. She was the force behind the development of a writing consortium of ten Kentucky schools and one school from West Virginia, with each school taking a turn at researching, writing and sending out a weekly e-mail message on a different teaching topic each week. More than one hundred WKU faculty members have signed up for the service, which Dr. Kuhlenschmidt created primarily as a way to disseminate information to Western’s adjunct faculty.

Of all the web-based projects in which she has been involved, she said her favorite is a quotes database, reached through the FaCET website. She said she had been collecting quotes, mainly on education, for years and decided to put them into a searchable, sortable database for the use and enjoyment of her fellow faculty members. She said she enjoys perusing the collection of more than 3000 quotes, and others do as well. The data collected on the most frequently hit pages on the FaCET website showed the quotes pages to be the most popular.

Dr. Kuhlenschmidt’s favorite quote also deals with assessment:

“Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer.”
— Charles Caleb Colton
WHAT FACTORS CONTRIBUTE TO HONESTY? TO ALTRUISTIC BEHAVIOR? TO INVOLVEMENT IN HUMAN RIGHTS ACTIVITIES? THESE ARE QUESTIONS WESTERN KENTUCKY UNIVERSITY PSYCHOLOGY ASSISTANT PROFESSOR PITT DERRYBERRY IS STRIVING TO ANSWER IN HIS RESEARCH.

Dr. Derryberry received his Ph.D. in educational psychology from the University of Alabama. He received his Ed.S. and M.A. from Tennessee Technological University, and his B.A. from Eckerd College. He currently teaches courses in human development, educational psychology, and general psychology.

Dr. Derryberry has focused many of his research efforts on the topic of moral development and the psychology of morality. “I am very interested in the changes that occur in one’s thinking while in college,” he explained. “During that time in your life, you are gaining an understanding of yourself and the world around you. In choosing a doctoral program, I decided to study something with utility that was applicable in the real world. I chose moral development. I wanted to understand how people make sense of things and why there is variability from one person to the next.”

Merriam-Webster’s Collegiate Dictionary defines the word “moral” as “of or relating to principles of right and wrong in behavior.” Moral change relates to the growth that occurs in our views of right and wrong as we mature.

Dr. Derryberry says cognitive and social development is principal to moral change, and moral development changes, grows, and culminates during the college years. According to Derryberry, cognitive and social development during these years is a multi-faceted area, and a variety of factors contribute. He therefore references what is known as the four-component model of moral functioning, which describes moral judgment, moral sensitivity, moral motivation, and moral implementation. These four components form the backbone of moral plans of action.

Derryberry says research has been beneficial in explaining things that contribute to each of the moral developmental components
addressed in the four-component model. This is particularly true for the moral judgment component, which has to do with how people develop in their reasoning and decision-making abilities about moral situations.

Dr. Derryberry acknowledges the importance of continuing to better understand individual moral developmental components so that the likelihood of moral action can be better understood. According to Derryberry, “A large part of my research is devoted to assessing how moral judgment phases relate to moral outcomes such as honest behavior, reasons for altruistic pursuits, and human rights attitudes.” Because moral judgment follows a developmental sequence, Derryberry notes that our moral judgment ability can be either consolidated or transitional. During consolidated phases, a specific way of reasoning or thinking about a moral situation predominates our moral judgments and decisions. On the other hand, a variety of ways of reasoning or thinking about a moral situation may influence our moral judgments and decisions during transitional phases. Because of these differences, those in consolidated phases may be more certain about and primed for their pursuit of action whereas those in transitional phases may be confused or conflicted about what to do.

Dr. Derryberry was recently able to illustrate this in his study “Functional Differences: Comparing Moral Judgment Developmental Phases of Consolidation and Transition.” His research subjects consisted of 182 students from a large public university in the southeastern United States. Dr. Derryberry used a tool known as the Defining Issues Test (DIT) to assess moral judgment. He explained that the DIT is a valid and reliable objective assessment of moral judgment development. On the DIT, participants are asked to read six individual dilemmas involving a moral situation and then asked what the main character should do. Next, participants are asked to rate and rank twelve issues in terms of importance in making their decisions about the actions of the main character. Based on their responses, participants can be identified as being in either consolidated or transitional phases of moral judgment development.

Dr. Derryberry provided a humorous, real-life illustration in indexing honesty. Prior to participating in the study and twice during the study, participants were informed that they would be rewarded with $5 and five raffle tickets as thanks for their participation.
participation. Upon their completion, participants claimed their payment from a research assistant. After confirming each participant's involvement, the research assistant stated, “You are to receive $10 and ten raffle tickets for your participation. Is that correct?” Dr. Derryberry writes, “Participants that corrected the mistake are presumed to have behaved honestly. Participants that kept the extra money and tickets were suspected of dishonesty. Participants that indicated uncertainty about how much was to be received were each given $10 and ten tickets.”

Two weeks later, the participants received a call indicating that a bookkeeping error had been made, and that the purpose of the call was to discover who had been paid and how much they received. Participants were scored on a four-point system for honesty based on their responses.

Next, as Derryberry examined reasons for behaving altruistically, he used the Volunteer Functions Inventory (VFI), which measures the motives underlying volunteer efforts. “The VFI is a forty-eight-question assessment that measures specific functions of volunteer motivations including values, understanding, social, career, protective, enhancement, and satisfaction motivational functions,” he writes. “On the VFI, participants are asked if they have ever done volunteer work, to list all activities and groups with which they volunteer their time, and to indicate how important or accurate the forty-eight ensuing reasons for and outcomes from volunteering are.” His research presumes that those with higher scores on the VFI are motivated to behave altruistically for more complex reasons. Finally, Dr. Derryberry investigated attitudes toward human rights, using the Attitude Toward Human Rights Inventory (ATHRI). The ATHRI assesses individual views on issues that are related to civil libertarian issues as found in the Bill of Rights. These include issues such as abortion, euthanasia, homosexual rights, due process rights, free speech, women’s roles, and the role of religion in public schools. The ATHRI also includes ten non-controversial items, such as “Freedom of speech should be a basic human right,” on which most U.S. citizens are likely to agree regardless of background, religion, education, and political interest. The thirty-eight remaining items focus on more controversial issues.

“Those with low scores are assumed un-interested in granting civil liberties while those with high scores are assumed interested in granting civil liberties,” he writes. “As such, those with high scores are more likely to regularly act when individual civil liberties are at stake.”

From the analyses employed in the study, Dr. Derryberry says it is clear that important relationships exist between moral judgment phases and moral outcomes. Specifically, those in consolidated phases behaved more honestly than did those in transitional phases. At the same time, however, there were no differences among consolidated and transitional individuals in terms of altruism and human rights attitudes, which Dr. Derryberry cites as support that moral judgment phases do not necessarily impact all moral outcomes similarly and that other factors are more important in their occurrence.

His initial research is just the tip of the iceberg, though, and he plans to continue his research into moral development, something he sees as a timely subject. “Two people are faced with a difficult situation — one reacts morally, and one does not,” he said. “In my research, I promote the fact that moral development is multi-faceted.”

“A large part of my research is devoted to assessing how moral judgment phases relate to moral outcomes such as honest behavior, reasons for altruistic pursuits, and human rights attitudes.”
EVERYBODY LOVES BABIES — ESPECIALLY KELLY MADOLE.

While in graduate school, one of Dr. Madole’s professors had a grant to do infant research, and asked her to work on the project. After beginning the project, she realized she had found her niche. “I remember thinking, this is what I love doing,” Dr. Madole said. “These were kids that couldn’t talk, yet I felt I was getting a much cleaner message of what’s going on, of the pure world in their mind.”

Dr. Madole’s research focuses on cognitive developmental changes and how these changes impact the way that infants, children, and adults organize the world. Her main goal is to develop a unified theoretical approach to understanding the development of categorization. The two main areas she has studied are object categorization and social categorization.

One of her most recent object categorization studies was an infant study on eighteen-month-olds to determine whether certain colors were seen as gender specific. The infants were allowed to choose different colors of toys to play with. The male colors were “camouflage,” brown, and navy blue. The female colors were lavender, pink, and purple.

“We had some very interesting results,” Dr. Madole said. “We looked at which toys children chose to play with and how long they played with them. We found that girls didn’t seem to care about the color of the toys they played with but boys were more likely to pick a “girl-color” toy and to play with it longer. This was surprising to us. However, we know from previous studies that parents are more likely to enforce sex-stereotypical play in boys.
I really like working with students,” she said. Dr. Madole involves many undergraduate and graduate students in her work. Seven of the students were funded by a grant through National Science Foundation, Research Experiences for Undergraduates, an eight-week summer program. She has also mentored ten undergraduate and graduate independent study students in the last five years. This year she won the faculty award for research and creativity in the college of education and behavioral sciences. Her research has been published in several highly regarded publications relevant to her field. “The future of infant categorization research: A process-oriented approach” was published in Child Development in 2000, and her most recent work was published in 2003 in Early Category and Concept Development. “I do not know if I have ever met someone as interested and competent in the area of research,” wrote Rachel Ezell, a current graduate student. “Dr. Madole appears to have an internal drive leading her always toward learning and discovering more.”
Dr. Vernon Sheeley enjoys history even though his educational background is in counseling. The counseling and student affairs professor’s latest project is an extension of his professional scholarly work, chronicling the leadership of the Kentucky Counseling Association (KCA) for its fiftieth anniversary in 2005.

Dr. Sheeley’s peers have even called him “Dr. Historian.” He has more than 550 files, the largest known private collection, on former leaders in the counseling field, including one on the American Counseling Association’s first predecessor organization president, Frank M. Leavitt (1913-14). Dr. Sheeley began collecting the information in 1966. His peers have shown an interest in finding out about the history of the organizations to which they belong.

Dr. Sheeley has written a few preliminary articles for the KCA, and has already co-written a book to recognize the American Counseling Association’s golden anniversary. *American Counseling Association: A 50-Year History 1952-2002* was published with two professors at the University of North Texas in 2003. An article with a similar title written by Dr. Sheeley appeared in the *Journal of Counseling and Development* in 2002.

Western alumnus Dr. Bill Braden, executive director of the KCA, said Dr. Sheeley is a treasure. “He is so respected that a couple of years ago, at the American Counseling Association, the then-president David Kaplan listed him as one of the profession’s unsung heroes,” said Dr. Braden.

Dr. Sheeley has researched a number of the former presidents of the KCA and written profiles of them, Dr. Braden said. The profiles include assessments of the accomplishments of the presidency. Dr. Sheeley also asked the presidents to project what the organization would look like in the future.

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It takes Dr. Sheeley about a month to finish an article. He thinks about his subject, puts some ideas together then begins writing. Then, he thinks about what he wrote, rereads it, revises his work and repeats that twice. “By the fourth week, it’s coming together,” he estimated.

Dr. Sheeley is always working on something. He has published more than 160 works, including eighteen books and monographs in a Leadership Series. Most of these works are historical looks at the counseling profession.

The monographs in the Leadership Series are biographies of the leaders of the American Counseling Association and its divisions. The counseling profession didn’t have anyone chronicling its history of presidents before Dr. Sheeley began doing so during his graduate work at Arizona State University and the University of Wyoming in the 1960s.

“I remind the profession where we came from — where we’ve been,” Dr. Sheeley said. “I’ll continue to do that as long as I’m here.” While studying, Dr. Sheeley asked himself how he could contribute to the counseling profession and decided that researching and presenting the history of the profession was how he could contribute.

Dr. Sheeley began his career as a counselor in Los Angeles. He worked there for seven years without any course work in counseling. He had a bachelor’s degree in social studies and a master’s in American and British history from Case Western Reserve University. In 1960, he was told he couldn’t counsel students any more until he had a degree in counseling. Dr. Sheeley’s employer offered him a sabbatical so he could earn that degree, so he participated in an academic year institute at Arizona State, which was financed by a National Defense Education Act grant.

He went on to earn his doctorate at The University of Wyoming, where he began his examination of leaders in the counseling field. His dissertation was titled “Professional Organization Leaders in the Guidance and Counseling Movement: Some Implications of Their Personal and Professional Backgrounds.”

Dr. Sheeley himself has been president of seven national and state counseling organizations, and has served on numerous committees. He has also been recognized with several awards on campus. “You become known through what you’re doing,” he said.

He came to Western Kentucky University in 1968 as an assistant professor of education, teaching counseling classes. “My first love is teaching,” he said. “Teaching is really a hobby for me. I really have fun with it.” Dr. Sheeley doesn’t just teach his students what they need to know for a career as a counselor, he teaches them what they need to know for life, he said. “We all have talents, let’s use them to the best of our abilities,” Dr. Sheeley said.

He has learned some life lessons of his own the last few years while traveling around the country on Greyhound buses to conferences where he presented papers. Dr. Sheeley said he wanted to reacquaint himself with people who aren’t as fortunate as he has been since it had been a long time since he was a counselor at an inner-city school in Los Angeles, so he traveled by bus to Greensboro, North Carolina; San Antonio, Texas; Tucson, Arizona; New Orleans, Louisiana; and Chicago, Illinois.

“After Chicago, I finally woke up and decided I was in dangerous territory,” Dr. Sheeley said, “but it’s been a wonderful experience.”

Dr. Sheeley isn’t cutting back on his research in his later days. “I’m still going on that full speed,” he said. Now, most of Dr. Sheeley’s presentations are done at in-state conferences. “When you’re closing in on 28,000 days old, you’re getting up there,” he said.

Dr. Sheeley divides his time between this scholarship, community service, and teaching. During advising time, he’s always available for his students, he said. Two members of Western’s current counseling faculty were Dr. Sheeley’s students. “That’s how age is catching up with me,” he said.

His students help keep him young. “If I weren’t working with young people in classes, I might be older than I am,” he said.

No, Dr. Sheeley isn’t young any more — at least not in years — but he is far from retirement. “I’m not about to quit teaching,” Dr. Sheeley stated. “I love it too much.”
TOM HUNLEY FINDS INSPIRATION FOR HIS POETRY IN THE LITTLE THINGS IN LIFE. AN ASSISTANT PROFESSOR OF ENGLISH AT WESTERN KENTUCKY UNIVERSITY, DR. HUNLEY’S POETRY BRINGS A NEW TWIST TO SOME OF OUR EVERY DAY MIRACLES. FOR EXAMPLE, HIS INFANT SON WAS THE SOURCE OF INSPIRATION FOR HIS POEM “UNINHIBITED, BABY.”

The words of his poems are simple, yet profound. “A lot of young poets confuse complexity with mystification,” Dr. Hunley explained. “Poetry deals with deep mystery and complexity, but that doesn’t mean it has to be obscure.”

Poetry and books have always been a huge part of Dr. Hunley’s life. His mother read to him when he was small, and he once had his picture published in the local paper when he read 120 books for the Multiple Sclerosis Read-a-Thon in elementary school. He began his college career in journalism, but during his freshman year he was inspired by a Stephen Crane poem titled “In the Desert,” and that inspiration eventually caused him to switch his course of study to creative writing. He earned a master’s of fine arts degree in creative writing from Eastern Washington University and a doctorate in creative writing from Florida State University. In his career, he has penned more than 800 poems.

“I get my inspiration from reading other poetry,” Dr. Hunley said. “Also poets get their inspiration from the smallest things. It comes from random places. I once saw a recliner abandoned on the freeway, and that inspired me to write a small poem in my head. Before I went home, I stopped at my office and wrote it down. I stay sharp by reading and writing.”

BY CAROL CUMMINGS

Simply Poetry

Photo by Sheryl Hagan-Booth

Tom Hunley and his son Evan
Dr. Joe Survant, a renowned WKU English professor titled The Tongue was published by Lexington-based Wind Publications, and Still, There’s a Glitter was published in October 2004 by WordTech Editions of Cincinnati.

Dr. Hunley also has another book that will be out soon: My Life as a Minor Character (Pecan Grove Press, San Antonio). “I’m extremely grateful to the editors who work so hard to publish and promote these books: Charlie Hughes at Wind Publications, Kevin Walker and Lori Jareo at WordTech, and Palmer Hall at Pecan Grove,” he said.

Dr. Hunley also has a keen interest in publishing and runs a small literary press, Steel Toe Books. In his early years of writing, he entered many contests and corresponded with many small press publishers. Steel Toe Books offers an annual poetry competition, which provides a $500 prize along with the publication of a first poetry collection for the author.

Karen Schneider, head of Western’s English Department, called Dr. Hunley a “quadruple threat: an accomplished poet, an innovative scholar, a wonderfully effective teacher, and a generous colleague. Western has been blessed with an unusual number of extraordinary poets, and Tom continues this tradition. At once wise and luminous, his poems sometimes give me the chills.”

Dr. Schneider continued: “Of course, he nurtures not only creativity, but academic rigor everyday, in all his classes, where he hopes his students will learn ‘to see all writing, even research essays, as forms of creative writing’ and, conversely, that ‘all writing, including creative writing, springs from research of one kind or another.’ Tom is true to this principle in his own work. His students couldn’t have a better model of creative productivity.”

Above all, Dr. Hunley hopes people are ‘refreshed’ by his poems. “Many people are inspired by poetry, and I hope my poems open the door for them to write. A lot of pleasure can be found in language, and there is a redemptive quality in poetry. It is worth slowing yourself down to take the time to take it in.”

One of Dr. Hunley’s greatest loves, however, is teaching, and he has invested a great deal of time and energy in perfecting the art of teaching poetry. “It is what I knew I would do all along,” he said. “When I was in graduate school, many fiction writers were not interested in teaching. As a poet, I knew I would likely be unable to make a living writing poetry, so I invested in learning to teach.”

And his career aspirations simply involve more of the same. “I want to write and publish poems and be a serious scholar,” Dr. Hunley remarked. “I am currently working on a book about teaching poetry. Normally in a classroom, a teacher might just wing it and spend the entire class period discussing a poem. My book focuses on being more professional and taking more time as an instructor to prepare.”

According to Dr. Hunley, in today’s normal classroom, students will often sit in a circle, read a poem, and discuss and criticize it. He calls it “a haphazard method” that squanders a great deal of classroom time.

“I found a different method by taking the history of rhetoric and looking at the five main parts of speechwriting: invention, arrangement, style, memory, and delivery,” he explained. “Using this five-canon approach, I developed a method that limits critique to Blackboard online discussions, class listerss, and one-on-one conferences with the professor. This frees up classroom time for writing and writing instruction organized around the five canons. ‘He plans to follow up his handbook with a text around the five canons.’ He plans to follow up his handbook with a text around the five canons. “Using this five-canon approach, I developed a method that limits critique to Blackboard online discussions, class listservs, and one-on-one conferences with the professor. This frees up classroom time for writing and writing instruction organized around the five canons.” He plans to follow up his handbook with a text around the five canons. “Using this five-canon approach, I developed a method that limits critique to Blackboard online discussions, class listservs, and one-on-one conferences with the professor. This frees up classroom time for writing and writing instruction organized around the five canons.”
The female forms protrude from the dark background of the canvas, their skin tones a combination of orange-browns and yellows. While the nudes strike a variety of poses, there is a similarity among them — from their exaggerations and distortions to their seeming reactions to some off-canvas force.

The work of Yvonne Petkus is a manifestation of a variety of influences, from her life as an identical twin to the Baroque masters such as Caravaggio, Artemisia Gentileschi, and Orazio Gentileschi. The assistant professor at Western Kentucky University, using a Junior Faculty Scholarship from the University's internal grants program, took a year to more closely study that Baroque influence.

"It is through painting that I attempt to understand, question and reflect upon ideas, experiences and influences," Petkus wrote in introducing the results of that study. "Much as scholars use words and other precise forms appropriate to their field, I use the paradigm of my discipline, the act of painting, to conduct research and to give voice to its discoveries."

Petkus said her art is about questioning perception and the way we see. "I generally start a painting as stream of consciousness on a canvas and find a body that's usually related to a previous painting, or I find it very organically," she said. "Then I put myself in that pose, and over a long period of time of looking, distortions start to occur and a body takes form on the canvas. And usually there's some action, or implied action, or stopped action. So it happens very organically, and I find that in looking, over a long period of time, a very natural distortion starts to come, based on psychology, on everything in how our framework psychologically has evolved."
Her study of the Baroque painters, how they generated their work and what influenced them, was a natural for Petkus. "Having this example of Baroque painting that starts on the canvas without any plans and then organically develops, and is generally exaggerated in some way, made a lot of sense to what my work has been about," she said.

"Experiences both planned and unexpected have influenced my studio work and continue to provide rich nourishment for this development," she explained. The Drama and The Gesture: Paintings and Studies from the Studio Research and Study of 17th Century Painting in Rome; Italy began as a three-week journey to view the masterpieces in their natural environment — the churches and museums for which they were created.

"As a painter, you have different influences and you foster different influences, and your work grows based on what you see and how you process that," Petkus said. "For me, the Baroque painters were always of interest as very dramatic painters, using dark and light very dramatically. Caravaggio painted right on the canvas, so it was a direct way of painting. I really wanted to go and see the work where it originated. There’s nothing like seeing it where it was intended to be hung.”

She spent the first week taking in as much as she could, then was able to target what she wanted to go back and study. “So I chose certain pieces and went back and did drawings and little studies on site, and at night did paintings of those pieces as well and then brought all of that work back here to my studio and let that influence my work, and that all worked.

She relied on her husband, CJ Johanson, who has studied in Rome, to be her guide: “He knew the lay of the land and we did a lot of planning ahead of time, and he helped me with the language,” Petkus said.

Even with the planning, however, she ran into one side effect of being surrounded by artistic history: “The thing artistically that I ran into, was that I really expected to do my work while I was there, too, to do some studies that were more my work,” she said. “But there was so much rich art to take in that I wasn’t able to let it out that quickly. That was interesting as an artist to feel. It was only a three-week trip, so it was a lot to ask.

She didn’t have to keep it in for long. “When I got back I did two pieces in particular and just let it all out,” Petkus said. “So when I got back it did come out, but while I was there, I couldn’t make my work. I could only copy. I think it was wise to just let that go and concentrate on copying.”

Those two large paintings were the beginning of a year of creating paintings in response to the work she studied in Rome. That work became The Drama and The Gesture. But while the year was a type of artificial stopping point, the influence continues.

Petkus has also taken advantage of Baroque exhibitions in the United States, taking students with her to view pieces from private collections that are normally not open to the public.

"I keep trying to further the questions. My questions usually come from psychological and philosophical basis and are about perceptions. It’s an endless quest. I try to see more, see further, allow more influence in," Petkus said. “Just like a mathematician will push thought through mathematical equations, maybe start with what’s known and further it somehow, that’s what my quest is. To further the thought and understanding of the bigger questions through painting. That’s a big thing to try and do. It comes down to every mark you make. It’s sort of the grand and the very base at the same time.”

As a result of her study, Petkus discovered that her own work had changed. “I still have the studios in my studio. They feed into the work, along with other things, but it’s always been there,” she said. “Influence doesn’t just stop like that, but that was really a targeted, focused way of letting that influence fly in my work. So my work got much darker, much earthier. The landscape changed a little bit.”

Petkus discovered her path as a painter while attending Syracuse University. She knew she wanted to work in a visual medium and found painting to be the best medium to speak through. “Over the years I did a lot of different things with figures, some of which were dual figures,” Petkus explained. “I am an identical twin and it came into play as a young person. After a while, when I really started to centralize what I was doing and pare away any noise — anything that I didn’t need — I realized that was a crutch for a while. Having one figure, with sometimes an implication of something happening outside of the picture plane, was much more the psychology that I was after and I didn’t need to have my twin there all the time.”

In her artist statement for the Brad Cooper Gallery in Tampa, Petkus writes: “The source of my work is the body and the history that it holds. I study my mirrored reflection to find borders and edges, openings and weaknesses. Through a process of looking, recording, looking and adjusting, again and again, a particular presence emerges from the page. This is The Act of Looking, an intense confrontation of perception motivated by the realization that the self is fleeting, not a stable truth. The reflection is more illusion and distortion than solid and knowable form.”

A reviewer for The Herald Tribune in Sarasota, Florida, wrote that Petkus infused her Baroque influences with a contemporary feel for the figure. “These are well-executed personifications of psychological conundrums that do not seek to unravel the complexities of the modern world, so much as remind us such dilemmas are unique in their particulars while rooted in a generalized conception of the human form,” Kevin Costello wrote of one of her exhibitions. “They are works that stand for the duality of mind and body, philosophical understanding that cannot be avoided and must be examined by each generation in order that reason, expressed through the emotions of art, continue to humanize us with images of ourselves as courageous yet fragile spiritual beings.”

It’s about perceptions. “There are a lot of body issues that come into play; especially when you are standing this close to a mirror, you can’t help exaggerating, seeing things pretty harshly,” Petkus said. “I don’t feel that my work is about me, necessarily. I’m using myself, and using my honest way of seeing myself to maybe discuss bigger issues, bigger questions out there that I think women in particular, and a lot of men, too, share: what we are and how we see.”
Disputed Marriages during the Reformation

Dr. Beth Plummer’s research into the early Reformation of the 1500s informs us about disputed marriage, clarifying the personal side of history. She got involved with disputed marriage when she uncovered a sermon in a German archive. The sermon tells of a couple whose marriage was suspect because they failed to live up to the standards of the day. The young woman, who had given birth to the couple’s child, consistently claimed that before consummating their relationship the couple had exchanged wedding vows in a tavern. Such an event was a secret marriage, a practice discouraged by civic officials that was still legally binding in many parts of Germany and had been popular custom since the early Middle Ages. The young man just as steadfastly denied that they had married, secretly or otherwise, and said that the relationship was a casual one. Ministerial officials who were responsible for determining the validity of marriage to maintain “Christian discipline and order” in the early Protestant states. At the heart of the issue was the lack of clear distinction between secret marriage and seduction, and the absence of a single, enforceable, public procedure for marrying. Professor Plummer’s research may discover the development of an important shift in attitudes towards sexual behavior and the enforcement of defined norms of proper “marriage” between church and state. Her study includes the creation of a social norm of marriage, controlled by state rather than church officials, and the subsequent criminalization, initiated during the Reformation, of irregular sexual unions.

Economic Change in China

Dr. Scott Droege, Assistant Professor of Management in the Gordon Ford College of Business, has been exploring many of the changes China has undergone since 1978, building comparisons and contrasts with contemporary global events. In the realm of public policy, the current effort in Iraq to establish democracy, China initiated gradual transition over the past quarter-century to accomplish similar goals. Despite contemporary examples of rapid, large-scale change such as Eastern Europe’s “big bang” approach and the current effort in Iraq to establish democracy, China initiated gradual transition over the past quarter-century to accomplish similar goals but in vastly different ways. The late Chinese Communist Party leader, Deng Xiaoping, often described this as “feeling for stones while crossing the river.”

Droege also unearthed data from China’s past for comparison to current events and built the case that, at times, gradual change may be more effective than massive overhaul, especially in the realm of public policy. Dr. Droege’s research has the potential for distribution to those in the public arena who confront situations in which there is a need for change, but who are fearful of unintended consequences, this ongoing research may provide a path toward solutions that do not require extreme and sometimes desperate measures, but instead, help public policy officials navigate more carefully their efforts aimed toward institutional change.
Security Surveillance Improvements

National security is becoming increasingly important since the 9/11 terrorist attacks when the nation resolutely determined to aggressively deter further attacks on American territories and its citizens by creating a department of homeland security. Western is active in this initiative through the $80,000 research grant awarded by the Department of Homeland Security to Dr. Rob Byrd of the WKU Department of Computer Science. The grant will fund an initiative for developing a video camera face recognition system. While face recognition has been of interest for decades, the primary success has been with the recognition of a single individual in a still photo posing in the stereotypical “mug shot” positions. Unfortunately, the terrorists have not yet been willing to pose for snapshots offering a front profile.

In recent years, as color digital video cameras have become household commodities, authorities are seeking ways to locate individuals who may be engaging in illegal activities. A flat, or two-dimensional (2D), image has generally been considered inadequate to contain enough information to positively identify someone given the small size of the actual face portion of the image; so three-dimensional (3D) models have been used at a 95 percent success rate. The problem with using 3D recognition is that it takes so long to construct the image that even fast computers cannot effectively display face recognition from continuous video.

Dr. Rob Byrd’s research will focus on improving 2D methods to complement new laser range-finding 3D face construction methods the University of Kentucky is developing. Byrd will develop techniques that detect and track faces in a network of continuous video camera footage and then pass the face information to time-of-flight range sensing cameras that will be steered onto the face to obtain more detailed information about the individual.

The general process to identify a face starts by normalizing the image to any light intensity differences. Then, a program searches through the entire image, one picture element (pixel) at a time, looking for those that may be the color of skin. To eliminate non-face areas that are the color of skin, all edges are drawn and anything that is not the approximate shape and size of a face is discarded. Once a face has been detected, the face size is scaled to some standard width before special features are extracted from the face area. Rather than the features that humans would normally use to recognize a face, such as hair style, eye color, mustache, or spectacles, the computer looks at features such as average skin color, distance between the center of the eyes, or any other set of numerical methods that may differentiate one face from another. The extracted features are converted to a vector of numbers and compared with vectors from other faces in a face database. If the vector matches within a predetermined threshold, a match is found. Otherwise, the detected face is considered a reject, that is, it is discarded as a non-target face and the next image is processed.

Complications, such as many faces in a single image, hands or scarves over the face, never getting a frontal view of the face, and needing to track the face through multiple frames are what make 2D face recognition a challenge. But fusing both 2D and 3D into the same sensor network is a novel approach that will improve the effectiveness of human surveillance and make our nation more secure.