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Scribes and Scholars

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E-mail: Love it or Hate it!

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To Air is Human, to Forgive Devine

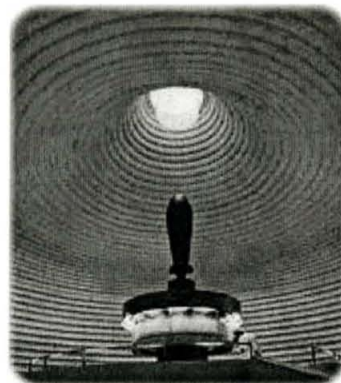
Dr. Joe Glaser weighs the pros and cons of computer and software technology in composition. [more...](#)

A Meteoric Rise to the Top

Meteorologist Paul Emmick's long-range forecast calls for a return to local television weather, but in today's outlook the Western Kentucky University graduate is enjoying his stay at the Weather Channel. [more...](#)

2003 Faculty Awards

echo salutes this year's faculty award winners. [more...](#)



echo is a publication for the Western Kentucky University community, produced by the office of University Relations.

E-mail items or comments for *echo* to the editor or call 745-7024.



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Commentary

Education Pays

Studies show that Kentuckians who fail to complete high school can expect to earn on average, only about 39 percent of what a college graduate earns over his or her life, and a high school graduate will earn only 56 percent.

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Scribes and Scholars

by Kimberly Shain Parsley

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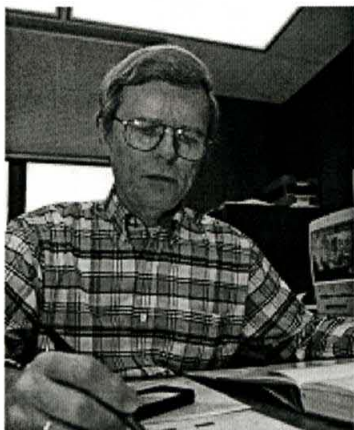
"I repeat that in my opinion you have made the greatest manuscript discovery of modern times - certainly the greatest biblical manuscript find...What an incredible find!" William Foxwell Albright, American archaeologist, told John C. Trevor, of the American Schools of Oriental Research center in Jerusalem, in March 1948, after assessing Trevor's photos of the Scroll of Isaiah from Cave 1 at Qumran.

The above quotation illustrates the level of excitement among Biblical scholars and archaeologists around the world about the discovery of the Dead Sea Scrolls in Israel. The Dead Sea Scrolls remain one of the most celebrated finds of the modern era. Western Kentucky University can boast having a recognized authority on the Scrolls as a member of its religion faculty.

Dr. Joseph L. Trafton has been working on translating and analyzing five Scroll documents since 1988 as part of the Princeton Theological Seminary Dead Sea Scrolls Project.

"It becomes a running joke in my classes that if I can, I will mention the Dead Sea Scrolls in just about any class - not just course, but class period - that I can," Trafton said. "I find the study of the context in which Christianity began, which is Judaism of that period, absolutely fascinating. So the Dead Sea Scrolls, as much as they contribute to that, it just gets the blood running."

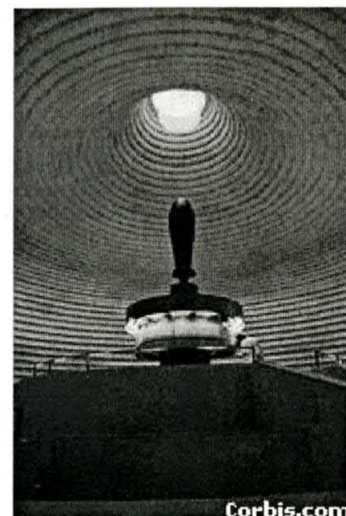
Trafton explained that few of the over 2,000-year-old Scrolls remain intact. Most of them are in fragments and pieces, some containing no more than a word. "Very few intact Scrolls remain today," he said. "Most of them deteriorated over time and so they are just lots of little pieces which have been pieced together somewhat and assigned different documents."



According to Trafton, there are "tens of thousands" of these pieces, which have been studied and analyzed to make up over 800 complete documents. Five such documents have been assigned to Trafton.

Trafton traveled to the Rockefeller Archaeological Museum in Jerusalem to see the original Scrolls that he would be studying.

"One of the documents I worked with, a papyrus manuscript, was beautiful," Trafton said. "It was just in pieces, but it had beautiful black writing and a light brown background."



Corbis.com
The Dead Sea Scrolls are displayed in the Shrine of the Book, a building on the main campus of the Israel Museum. The Scrolls were found in clay jars and the building was designed to match the curves of the jar lids.

“It’s hard to beat sitting in the Rockefeller Museum with legible pieces of a manuscript that is over a thousand years old,” he said.

Trafton worked mostly from photographs of the Scrolls, which he said in many cases were more legible than the originals since modern technology was used to enhance the writing. For each of the five documents assigned to him, he copied and translated the Hebrew, making a note if the Hebrew was unclear. He also provided a lengthy introduction which answers some questions such as what is the document; when was it written; what is its relationship to the Old Testament, New Testament and Judaism of the period; and what are the main ideas. He also provided an analysis of all the research done on the documents to this point to bring the scholarship up to date.

The Princeton Theological Seminary Dead Sea Scrolls Project is being published by Mohr Siebeck in Germany as a 13-volume series. The sixth volume, which is the first to contain Trafton’s work, was published last year.

Trafton said that about a quarter of the Scrolls, or over 200, are copies of Old Testament books. He said this was a major contribution to Biblical scholarship.

“Our oldest Hebrew manuscripts of the Old Testament came from the 10th century A.D.,” he said. “When these were discovered, we suddenly have manuscripts of the Old Testament over a thousand years earlier than what we previously had,” Trafton said. “That in itself is extremely important because it allows us to push our understanding of what the Old Testament actually said back a thousand years.”

Trafton said the Scrolls also give us insight into the group of Jews who wrote the Scrolls, a group who most scholars agree to be the Essenes.

The Scrolls were discovered between 1947 and 1956 in caves near an archaeological site called Qumran at the northwest corner of the Dead Sea. Archaeological excavations of the ruins date them to the same period as when the Scrolls were being written, which was from the fourth century B.C. to the first century A.D. - before and during the time of Jesus. An ancient writer named Pliny called the group of Jews who lived in that location the Essenes, although some scholars doubt whether the Essenes were the writers of the Dead Sea Scrolls.

“We have Scrolls and an archaeological site that indicates a group. We have an ancient writer who gave that group a name. So the majority of scholars believe that a group of Essenes lived there and produced these Scrolls or at least collected these Scrolls and wrote some of them,” Trafton said.

In addition to the books of the Old Testament, the Scrolls offer information about the lives and culture of the Essenes. Trafton said that the Scrolls show that the Essenes were prolific in their writing, which came as a surprise to many scholars.

“Some times you hear people talk about the time between the Old Testament period and the New Testament being ‘the silent years.’ It’s anything but silent,” Trafton said. “We knew about some writings that Jews wrote in that period, but a limited number. We now have scores of them. We now



Dr. Joseph Trafton provides a critical text with appropriate notes, a translation with notes, and an extensive scholarly introduction for each of the five Scrolls he was assigned.

Photo by Sheryl Hagan-Booth

realize that the Jews were incredibly literate and just writing up a storm.”

And fortunate for modern-day theologians that they were. 2,000 years after they lived, the Essenes are still teaching a civilization about their culture and ideas.

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

E-mail: Love it or Hate it!

by Richard Kirchmeyer

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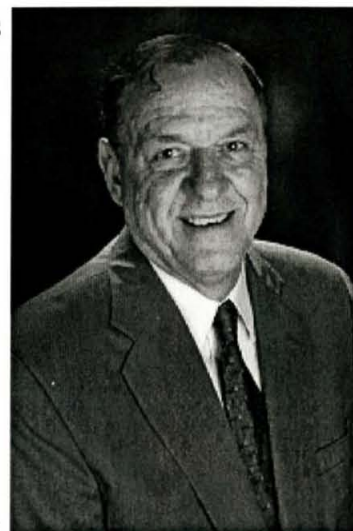
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If there was ever a love-hate relationship in the business environment, it's e-mail. We can't live with it, and we can't live without it. It has become the official method of business communication. While it's the ultimate in convenience, it's also the ultimate in aggravation. But the one thing that is clear is that e-mail is now an integral part of our business culture, and we must learn how to manage it and make it work for us at both the enterprise level and the personal level.

Here at Western Kentucky University, we have many ways for faculty, staff and students to communicate with each other. We have University-wide e-mail lists (Faculty-All and Staff-All), targeted e-mail lists (for example, wku-classifieds), threaded discussion e-mail lists (a whole series of them in The Spiritline), and chat rooms in our Blackboard Course Management System. You may also use our e-mail system to set up your own (or have them set up for you) affinity lists, which allows you to communicate with a special group you belong to, such as the Technology Advisory Group. You also could set up your own private e-mail list. We continue to look at other ways to facilitate communication such as enterprise-level chat rooms, and we have discussed instant messaging as an alternative.



Dr. Richard Kirchmeyer,
vice president for Information
Technology

Photo by Sheryl Hagan-Booth

Compared to some institutions that have mass communications gatekeepers for the use of institutional-wide e-mail lists, we are relatively open here at Western in terms of free and easy access to e-mail and list services. Regardless of the intended use of a particular e-mail list, one should always remember that e-mail in any form is a business communication tool, established for a particular business purpose. Even the "Sound Off" e-mail list in The Spiritline serves a useful and legitimate business purpose: it gives people a way to vent and express their feelings.

The lists that seem to evoke the most intense emotional responses are Faculty-All and Staff-All. Both of these lists were set up for announcements of a one-time nature that are of general interest to the campus community. These lists were not set up for threaded discussions with replies to the whole list. They were also not set up for announcements that require repetitive postings. There are other communications vehicles set up for those situations. The Spiritline under Quicklinks and The Events Calendar both off the main WKU homepage were set up for just those reasons and allow for threaded discussions and repetitive event announcements.



Will people adjust to these two new communication vehicles quickly? Probably not. But, with continued use, both of these will become second nature and will eventually reduce the Faculty-All/Staff-All traffic.

It is clear that the original intended purposes of Faculty-All and Staff-All have become so convoluted that we are now at the point of having to bring some order into the process. When we limit the use of any communication vehicle, we run the risk of opening ourselves up to the charge of "limiting" communication. In fact, we are increasing the communication vehicles available to faculty and staff; we are just putting some basic rules on each of those vehicles - not unlike traffic laws.

We are currently working on a policy for the use of Faculty-All/Staff-All and will be soliciting campus-wide views on this soon. We want to encourage people to use all of our communication tools, but we also want these tools to be used correctly, and effectively. We periodically conduct training classes in the use of e-mail, and I encourage people to attend those classes. You will be surprised at what you may learn about e-mail.

Dr. Richard Kirchmeyer is the vice president for Information Technology.

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

To Air is Human, to Forgive Devine

by Joe Glaser

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It's human nature to lament glories past and outrages to come, if only because the past belongs to us and the future to someone else. As Jeremiah said around 600 B.C.: "[A]sk for the old paths . . . and walk therein." As a person who appreciates antibiotics, I'm glad no one listened to him.

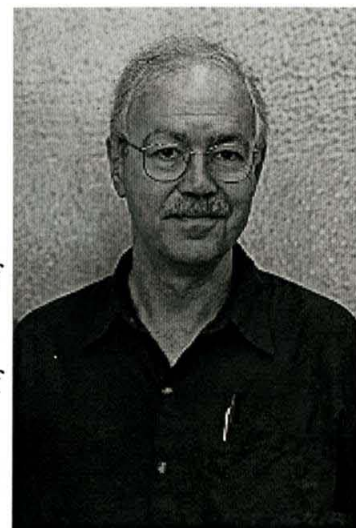
Most outcries against spell-checkers are similar—hand-wringing about barbarians at the gate. The machine fixes your spelling! What becomes of human dignity, free will, academic standards? A recent study spun this a different way. "Researchers" at the University of Pittsburgh asked 33 students to proofread a letter. Half used Microsoft Word; half didn't. Half of 33? Perhaps one was ambidextrous.

Anyway, the spell-checker students "with higher SAT verbal scores" (how many and how much higher?) made an average of 16 mistakes in their proofreading—things like mistaken possessives and *lay* for *lie*—while a comparable group of the non-spell-checkers averaged only five. Wow! That's unbelievable!

It is. Part of a sample of 33 out of thousands, selected who knows how? Maybe the study pitted art majors against nurses. In my experience art majors don't care about the difference between *roll* and *role*, and no one can make them. Nurses thrive on fine distinctions. We'd better hope they do.

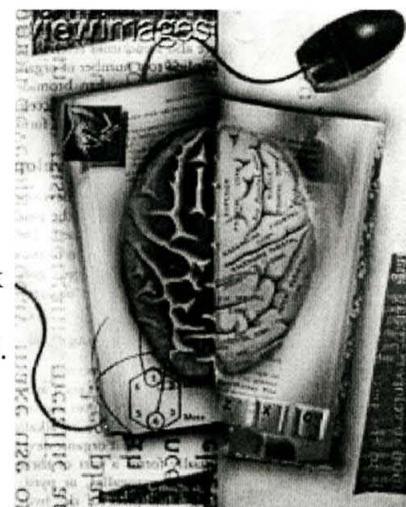
But even if the Pitt study had been impeccable, I'd raise at least two issues before deleting my spell-checker:

1. Spell-checkers may camouflage some mistakes by highlighting others, but that's a common occurrence. Surely you noticed *air* for *err* in my title, but while you were occupied with that did you miss the fact that *divine* is misspelled *devine*? (Be honest.) This may be what happened in Pittsburgh. If the study was valid and the groups were reversed, we'd expect the new no-spell-check sample to score three times higher, right? So the low-scoring group was just momentarily distracted. Something to watch out for, sure, but not grounds for panic.
2. Suppose you had to pick between good thinking



Dr. Joe Glaser,
professor of English

Photo by Sheryl Hagan-Booth



"I think computer technology has

and correctness, narrowly construed. Wouldn't you pick thinking? If spell checkers sometimes mask other mechanical mistakes, isn't that acceptable if they also liberate writers to spend more time on organization, logic, and evidence? Why not do a study to test that idea?

I'll welcome the first 33 volunteers.

Dr. Joe Glaser is Western Kentucky University's director of composition and a professor of English.

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

A Meteoric Rise to the Top

by Tommy Newton

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Meteorologist Paul Emmick's long-range forecast calls for a return to local television weather, but in today's outlook the Western Kentucky University graduate is enjoying his stay at the Weather Channel.



WKU alumnus Paul Emmick's weather interests are climatology and severe weather.

"I came to the Weather Channel in April 1996 and I planned to stay two years," he said, a month shy of marking his seventh anniversary for the network.

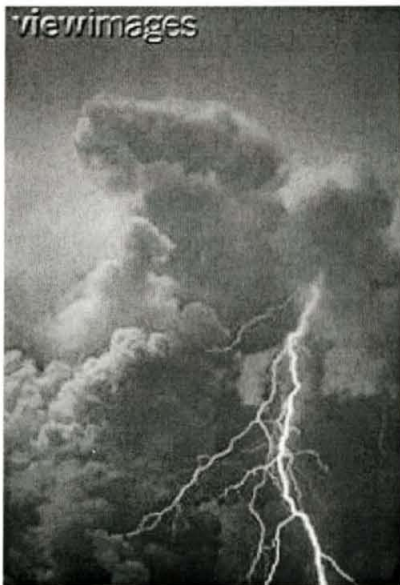
Although he misses local television, the Owensboro native enjoys the teamwork and the impact of the Weather Channel.

"When the weather gets wild, we get to show our stuff," Emmick said.

Wild weather sparked Emmick's interest in meteorology. "Following the April 3, 1974, tornado outbreak, I had a chance to go see the aftermath in the Louisville and Brandenburg area. Seeing the damage really made me curious about what made the atmosphere really tick."

He chose Western because of the school's meteorology program where he learned from faculty members Michael Trapasso, Glen Conner and Willard Cockrill.

"Western was a good foundation for me," he said. "Most of what I learned in meteorology, I learned at Western."



The Weather Channel can be seen

In the mid-1980s, Emmick got a glimpse of his future at a Bowling Green television repair shop when he saw the Weather Channel, then a relatively new cable network, for the first time.

"I knew right then that I wanted to work there," said Emmick, who received his bachelor's degree in advertising in 1987 and master's in communication in 1991.

After 7½ years with Evansville and Louisville television stations, he made the move to Atlanta. He began his Weather Channel career on the company's radio network before joining the cable network.

Today Emmick is an on-camera meteorologist and often works in the afternoons and evenings. He's also involved with the Weather Channel's Internet program.

“In weather, there is no typical day,” Emmick said of a job that includes forecasting weather, interviewing experts and helping alert viewers. Even when he’s not at work, Emmick still checks active weather patterns and the day’s major weather events.

“You live weather here,” he said.

He’s not, however, one of the Weather Channel staff members who rush to the scene of severe or winter weather events. Those meteorologists “do whatever it takes to get to a storm,” Emmick said.

In two decades, the Weather Channel has gone from a cable TV novelty to a lifestyle necessity. “Every weather event is different, but we’re the same,” he said. “We have a really good team effort when a storm pops up.”

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

2003 Faculty Awards

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Western Kentucky University annually recognizes outstanding contributions by faculty members in the areas of Teaching, Research/Creativity, Public Service, and Student Advisement. The following faculty members have been selected by each of the Colleges for awards this year. They are also the finalists for the University-wide awards, which will be announced at Commencement.

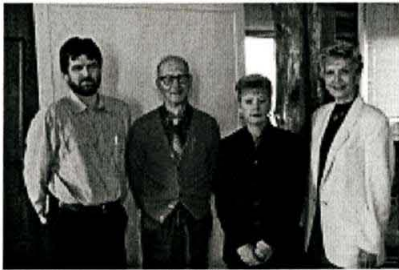
A reception was held in their honor on March 31.

We are pleased to honor these distinguished faculty members.



Bowling Green Community College

Public Service Award – Ms. Jean Nehm, Liberal Arts & Sciences
 Student Advisement Award – Ms. Michelle Hollis, Instructor, Academic Support
 Teaching Award – Dr. Dawn Bolton, Business & Computer Studies (not shown)



College of Education & Behavioral Sciences

Teaching Award – Dr. Aaron Hughey, Counseling & Student Affairs
 Research/Creativity Award – Dr. Vernon Sheeley, Counseling & Student Affairs
 Public Service Award – Dr. Vicki Stayton, Special Instructional Programs
 Student Advisement Award – Dr. Janice Ferguson, Special Instructional Programs



College of Health & Human Services

Teaching Award – Ms. Tracey G. Young, Public Health
 Research/Creativity Award – Dr. Matt Green, Physical Education & Recreation
 Public Service Award – Ms. Susan Jones, Nursing
 Student Advisement Award – Dr. Donna Blackburn, Nursing

Gordon Ford College of Business

Research/Creativity Award – Dr. Jan Colbert, Accounting &



Finance

Teaching Award – Dr. Ron Milliman, Economics & Marketing
Public Service Award – Dr. Harold Little, Accounting & Finance
(not shown)



Ogden College of Science & Engineering

Public Service Award – Dr. Les Pesterfield, Chemistry
Teaching Award – Dr. Cheryl Davis, Biology
Student Advisement Award – Dr. Gordon Jones, Agriculture
Research/Creativity Award – Dr. Ralph Salvatore, Chemistry



Potter College of Arts, Humanities & Social Sciences

Research/Creativity Award – Dr. Linda Lumsden, Journalism & Broadcasting
Public Service Award – Dr. Carl Kell, Communication
Teaching Award – Ms. Yvonne Petkus, Art
Student Advisement Award – Mr. Jeff Jensen, Art



University Libraries & Information Technology

Research/Creativity Award – Mr. Jonathan Jeffrey, Library Special Collections
Public Service Award – Ms. Rosemary Meszaros, Library Public Services

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Professional Activities

Submissions for entry in the Professional Activities section should be sent to Rebecca Miles, rebecca.miles@wku.edu. 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.

Art

John Warren Oakes had an exhibit of his paintings at Het Loo, Cultural Centre of Tessenderlo, Belgium, April 4-20.

Counseling and Student Affairs:

Dr. Bill Greenwalt received the Innovative Excellence in Teaching, Learning and Technology award at the April 2003 International Conference on Teaching and Learning in Jacksonville, Fla. Greenwalt was also asked to present at the conference on his innovative work in developing online courses at Western.

Dr. Aaron W. Hughey presented "Time Management and Personality Type," at the spring meeting of the Kentucky Association of Student Financial Aid Administrators on April 9-11 in Bowling Green, Ky.

Economics

Dr. H.Y. Kim's paper, "Intertemporal Production & Asset Pricing: A Suality Approach," was published in *Oxford Economic Papers* 55 (2003), pp. 344-379.

English

Dr. Lloyd Davies presented "Nazirite Criticism, or The Agon of Harold Fisch," at the second annual symposium on Hermeneutics on March 24, at Bar-Ilan University, Israel.

Dr. Ron Eckard and June Rose Garrott presented "Successful Models for Enhancing Intercultural Communication," at the annual convention of Teachers of English to Speakers of Other Languages on March 26 in Baltimore.

Dr. Ted Hovet presented "Teacher as Exhibitor: Presenting the Image in the Classroom," and chaired the Pedagogy and Performance panel at the annual meeting of the Society for Cinema and Media Studies in Minneapolis in March.

Dr. Charmaine Mosby presented "The Best of Three Worlds: Using a Blended Course to Increase Technology Use Among Teachers," at the Society for Information Technology and Teacher Education International Conference in Albuquerque, N.M., on March 24-29. She also presented "The Blending of Two Worlds: Combining ITV and Web Quests to Strengthen Distance Learning," at the 2003 Mid-South Instructional Technology Conference in Murfreesboro, Tenn.

Walker Rutledge received an award for his 20-year sponsorship of Western's English Honor Society

chapter at the International English Honor Society Convention in Cincinnati.

Dr. Judith Szerdahelyi presented "Conscientization As Transforming Possibility," for the Research Network Forum and chaired a session entitled "Ethos-Centered Rhetorics: Challenging, Transforming, and Preserving Cultures," at the 2003 Conference on College Composition and Communication in March in New York City.

Music

Dr. Michael Kallstrom's composition, "Crimson," for clarinet, horn and piano, was performed by Tod and Jackie Kerstetter at a recital at Kansas State University for the 2003 Kansas State University Clarinet and Horn Day. Kallstrom's composition, "Scenes," for mezzo soprano and marimba, was performed at a recital at Belmont University in Nashville, Tenn., on March 30, with works by Leonard Bernstein and Claude Debussy.

Psychology

Dr. Steven Haggbloom and Jason E. Warnick, University of Mississippi, published "Practice and incentive motivation in recognition of inverted faces," in *Perceptual and Motor Skills*, 96, 578-588. Also, Haggbloom, Dr. Sharon Mutter, WKU professor of psychology, Amy Schirmer, WKU psychology major, and Ryan Yoder, Manchester College, Manchester, Ind., presented "Out of Sight, Out of Mind: Aging and the Feature Positive Effect," at the meeting of the Midwestern Psychological Association in Chicago.

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Education Pays

by Bob Edwards

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Studies show that Kentuckians who fail to complete high school can expect to earn on average, only about 39 percent of what a college graduate earns over his or her life, and a high school graduate will earn only 56 percent.

In response, Kentucky set some ambitious goals for itself in 1997 with the legislature's passage of the Postsecondary Education Improvement Act. That call for education reform set in motion a process of positive change, and Western Kentucky University set in motion a plan to lead that change.

Since 1997, Western has led the Commonwealth in enrollment growth, has raised nearly \$90 million including over \$21 million in new academic scholarship support for students, and secured 22 endowed faculty positions to help attract and retain talented faculty. Additionally, Western's budget has increased nearly 50 percent to \$193 million.

Some of this growth has come from the Kentucky General Assembly, which has followed Governor Patton's lead in placing a premium on funding for higher education; however, most of the growth has come from tuition from a larger pool of students, private support, sponsored research and sound business practices throughout the University.

Despite these increases, a soft economy and subsequent state budget shortfall has resulted in two years of budget cuts and a 2.6 percent cut to postsecondary education in the current year. This represents a significant reduction to Western's base budget funding. The outlook for Western in 2003-2004 is a little more optimistic with \$3 million in new state support, primarily as a result of enrollment growth.

Until the economy rebounds, higher education, and specifically Western Kentucky University will continue to do more with less. However, in order to maintain the progress in educating Kentuckians, financial support from the state must not lose ground. In fact, funding must increase significantly. I would like to discuss three reasons why.

A Global Society

Western Kentucky University recently amended its mission statement to more accurately reflect the outcome it expects from its graduates. It now reads "Western Kentucky University prepares students to be productive citizens of a global society and provides service and life-long learning opportunities for its constituents." In order to compete in a global society, Kentuckians must have access to quality universities. While significant progress has been made across the board to raise the educational position of Kentuckians, the state still lags behind most other areas of the nation.

Economic Impact

In this era of a knowledge-based economy, a premium has been placed upon the critical need to produce college-educated professionals who represent intellectual capital to the state. Although

Kentucky continues to make progress, it is in jeopardy of falling further behind the rest of the country, impeding the Commonwealth's ability to be competitive in the New Economy. Equally important, postsecondary institutions like Western are responsible for the education of tomorrow's teachers. The quality of Kentucky educators depends in large part on their performance in this area. Western, owing in part to its history as a teachers' college, produces more education graduates than any other college or university in the state.

The Best and Brightest

If Western is expected to produce high quality graduates, it must attract and retain the best and brightest faculty. A very important component of higher education funding is the "Bucks for Brains." This state match of private support for endowment is a critical investment that not only enhances the quality of faculty, but also contributes to the opportunity for practical, applied research. The continuation of "Bucks for Brains" in the current budget allows top researchers and educators to be recruited and retained. Since 1997, Western has gone from zero to 22 endowed professors in the faculty.

The long-term impact of budget cuts in higher education is dramatic – not only on students, but communities and businesses as well. Access to postsecondary education will be in jeopardy. Budget cuts will affect our ability to enroll more students and help them stay and graduate. Kentucky needs another 50,000 college and university students by 2015 just to raise our educational attainment rates to the national average. Cuts to higher education funding will mean the financial burden will be brought to bear on students, making accessibility even more of an issue. And perhaps most importantly, the quality of our students' educational experience will suffer. Class sizes will swell, more part-time faculty will be pressed into service, and student services such as advising and tutoring will be damaged.

Postsecondary education funding must be maintained – and increased when budgets permit – or Kentucky will lose ground in its efforts to raise the standard of living of its citizens.

Bob Edwards is the assistant vice president of University Relations.

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

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May 2003

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