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On Campus


WESTERN
KENTUCKY
UNIVERSITY

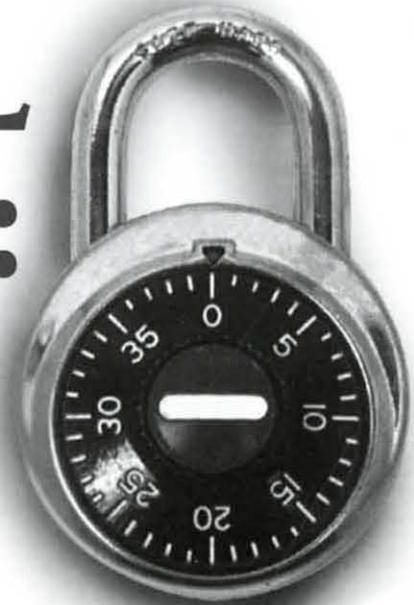
MAGAZINE FOR FACULTY, STAFF & FRIENDS OF WKU

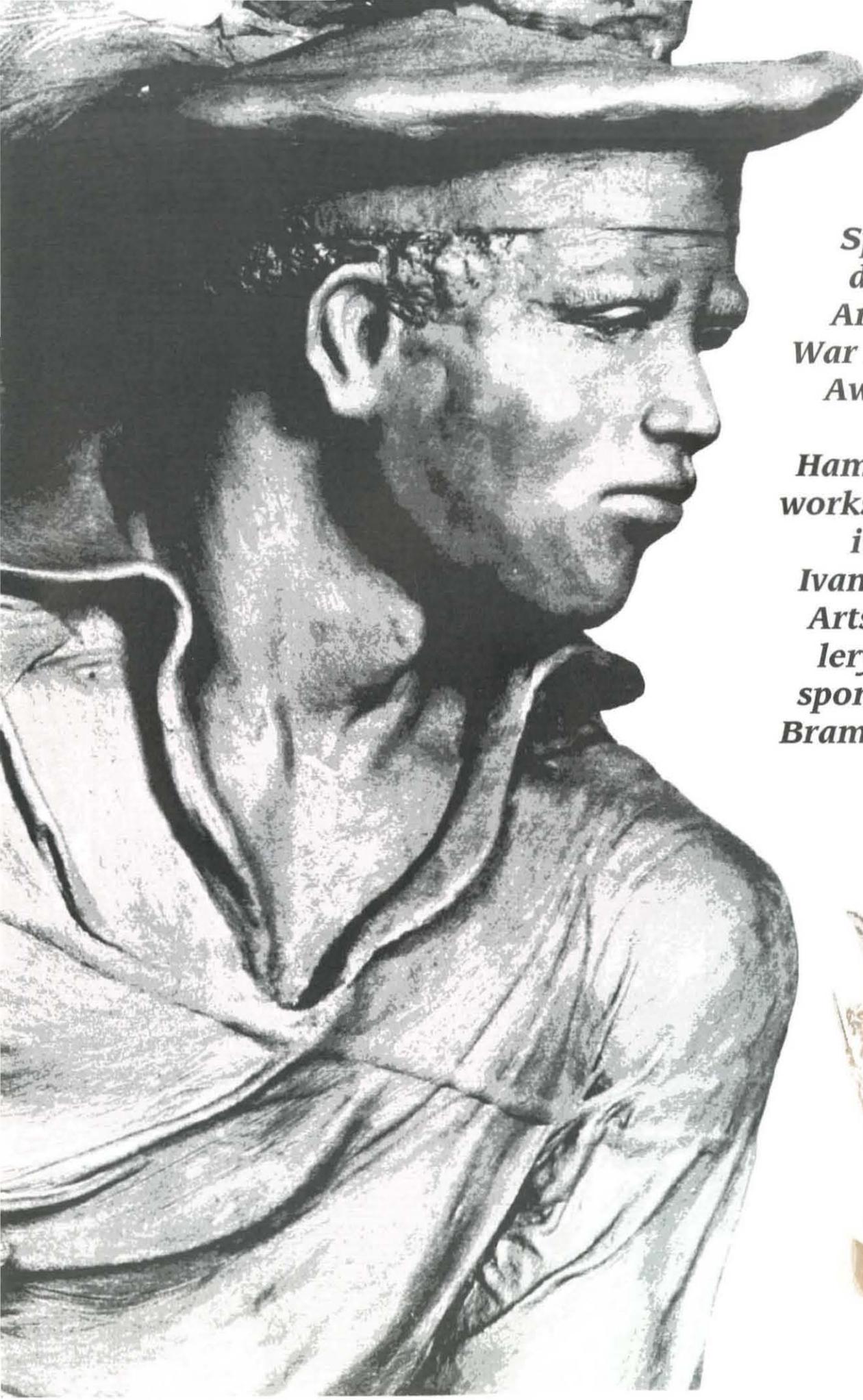
VOL. 11, NO. 2 • MAY-JUNE 2001

UNLOCKING *The* POTENTIAL *Of* HIGH SCHOOL SENIORS:

**WHAT'S THE RIGHT
COMBINATION?**

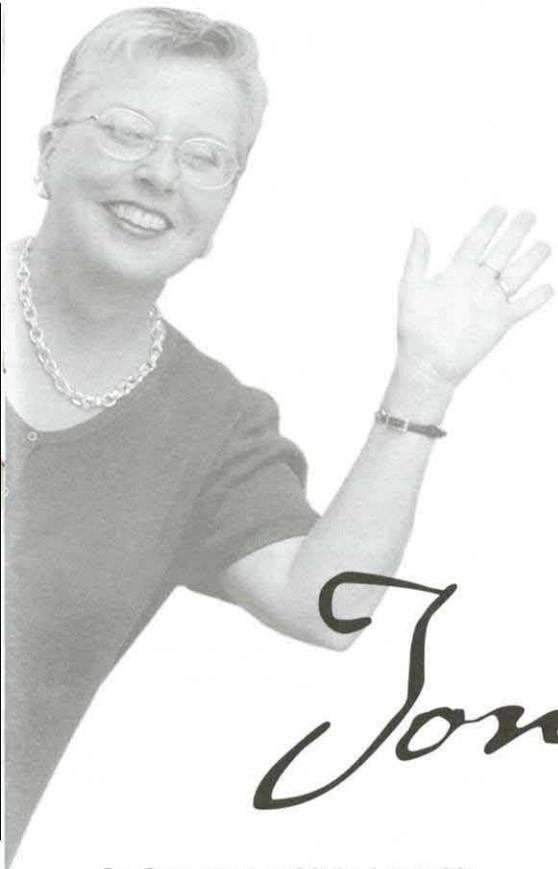
The Commission on the
High School Senior Year





Spirit Of Freedom: African-American Civil War Memorial by Award-winning Sculptor, Ed Hamilton, whose works were exhibited at WKU's Ivan Wilson Fine Arts Center Gallery this spring, sponsored by the Bramham/Collins Fund.





On Campus

Magazine for Faculty, Staff and Friends of WKU Vol. 11, No. 2 • May/June 2001



Commentary

2 • Editor's Farewell
Happy trails!
By Sheila Conway Eison

Jonesville

Features

3 • School Marketing
Who's got the money?

4 • Unlocking the Potential of High School Seniors
What's the right combination?
By Kimberly Shain Parsley

8 • WKU's International Embassy
A public celebration of international people at Western
BY Larry Caillouet

10 • Jonesville
Reclaiming a History
By Kimberly Shain Parsley

20 • At Home: Judy Chicago in Kentucky
Judy Chicago brings her feminist art to Western this fall

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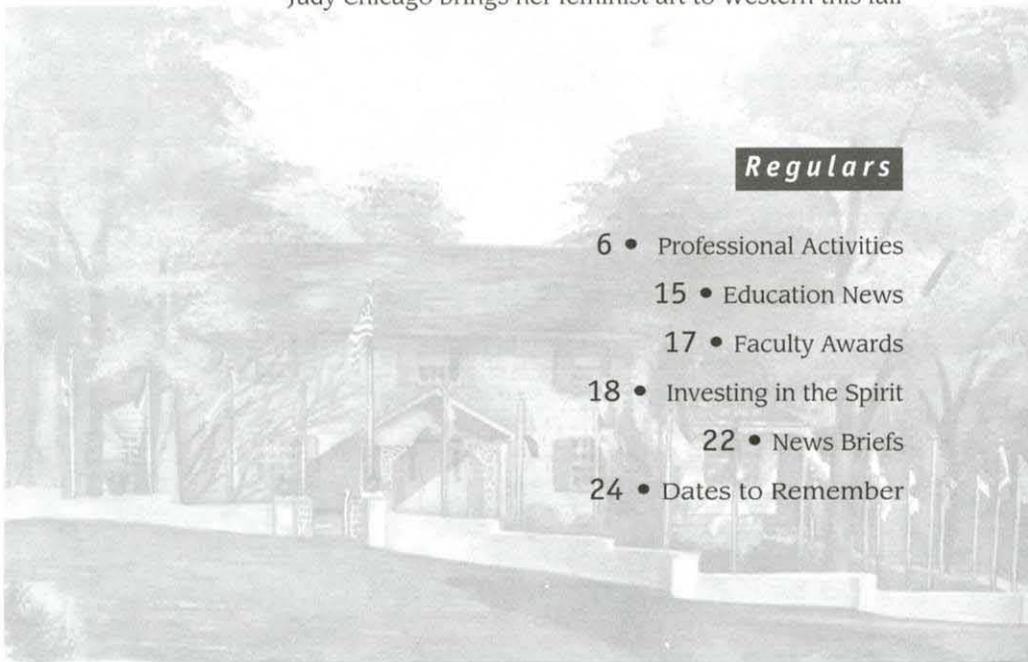
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Regulars

6 • Professional Activities
15 • Education News
17 • Faculty Awards
18 • Investing in the Spirit
22 • News Briefs
24 • Dates to Remember



editor's farewell

DEAR READERS,

Thirty two years ago, the Faculty House bulged with activity, and the movie, 2001: A Space Odyssey was barely a year old on the screen. It was the year I began, (to borrow from T.S. Eliot), *to measure out my life in coffee spoons* and gather news about the campus. I suffered the nickname from some so-called friends, "Cub Reporter."

I was a (very young) graduate student in English, having found the field of newspaper work incompatible with a more poetic nature. Public Affairs was a nicer place to write about people, and I accepted a full-time job while I finished my master's.

It was 1971. I clearly remember the laughter as my friends and I joked about my 30-year retirement mark: 2001—a millennium away, for sure.

At the end of May, the odyssey will be over, and I plan to retire from Western Kentucky University.

As *On Campus* goes to press, I want our readers to know how much I have enjoyed the journey that led to the creation of this magazine, and to map for you its future, in hopes you enjoy reading it as much as our staff, how ever small, delights in putting together each issue.

Not long after I began writing "publicity" for Western, I began to realize how mammoth a task publicizing faculty and staff news, programs and campus activities could be, and how chancey it all was to be picked up by the external media upon whom we relied so heavily. Hours spent on stories, good stories, about fascinating campus people and programs would often be passed up, and being schooled in the business myself, I knew much of it had to do with the independence of the media, and looking down their noses at public relations releases.

I became a listener to my colleagues, and felt their frustration when these good stories were too often passed up, and then it occurred to me we could still share our wealth with our very own campus publication.

Thus was the seed of *On Campus*. With the help of the Department of Human Resources and full endorsement of the Academic Affairs Office, gathering information of campus interest was a snap. No longer did each office have to publish a newsletter when *On Campus* hungrily grabbed their news. We were offset printing, no photos, and brief. But the campus liked it!

In 1992, *On Campus* grew into a tabloid when we figured out desktop publishing, and the rest is history. In 1995, talk of a first capital campaign was in the wind, and we began to circulate off campus as well, going to "friends" of the university as well as faculty and staff. Western's story was getting out—our way. We had become a community publication, and although we weren't able to give day-to-day news (that remains covered in the semi-weekly student newspaper, the *College Heights Herald*) *On Campus* had its own life and a growing supportive audience.

In 2000, *On Campus* became a magazine, leaving a trail of awards from state and national organizations that now total 16, since our inception as a tabloid, one of those a grand award for publication improvement.

With each issue, we look forward to being even better, even though I relinquish my role as editor to our most able Kimberly Shain Parsley, who joined Public Affairs two years ago and who has been doing a superb job as Assistant Editor of *On Campus*. With her youth and incredible talent as a writer and as an editor, Kimberly

brings new momentum to *On Campus*, and you can look forward to an even better community publication with every issue.

I have many people to thank at Western, too many to mention personally, but you know who you are. You are the countless creative faculty and staff members I have had the pleasure to know and to work with, to talk with and to write about, and to cherish as my friends.

I look forward to getting my copies in the mail, as I pursue new challenges, probably the best reason to retire. I like Thoreau's explanation perhaps best:

I left the woods for as good a reason as I went there. Perhaps it seemed to me that I had several more lives to live, and I could not spare any more time for that one.

Happy Trails!



Sheila Conway Eison,
Editor



PHOTO BY MARCUS DUKES



School Marketing

WHO'S GOT THE MONEY?

Marketing budgets at colleges and universities in the U.S. continue to increase each year, but there's a sharp divide between the availability of marketing resources at public and private institutions.

Who has more? Private schools.

The Council for the Advancement and Support of Education, in collaboration with Lipman Hearne, the nation's leading marketing and communications consulting firm for not-for-profit institutions, gathered information on marketing activity and investments among higher education institutions across the country to track marketing trends and provide schools with useful benchmarking data.

What they found may surprise some readers, while schools savvy in their marketing efforts probably could predict the results.

The 2000 survey received 419 responses, and institutions included 76 research 183 liberal arts, 77 masters, 48 two-year and 33 specialized schools.

Survey results show that more than half of all colleges and universities have adopted integrated marketing approaches. Institutions that have campus-wide marketing committees report that their integrated marketing efforts have focused on creating teams and enhancing institutional branding, image and identity.

Not surprisingly, the outcomes the most report are increased visibility, better cross-campus collaboration, and stronger institutional positioning.

Survey respondents overall indicated integrated marketing planning is a priority: respondents identified the development of an integrated marketing plan as what is most needed to improve their marketing programs.

More highlights of the study:

Admissions and Development offices have the largest staffs of all departments responsible for constituent relations functions. Web development staffs are on the rise, measuring for the first time, averaging about half the size of publication staffs. Some web teams are as large as 16 persons at research/doctoral institutions and 10 individuals at liberal arts and masters institutions.

Nearly 60 percent of institutions report marketing budget increases, compared with only nine percent reporting budget decreases. Nearly 20 percent of institutions report significant budget increases while only two percent report significant decreases.

With the exception of research/doctoral institutions, all other schools achieved greater budget increases than previously anticipated, and nearly one fourth of all institutions anticipate significant budget increases for the next year, while one third anticipate minor decreases.

There is a marked difference between marketing resources available at private and public institutions, with marketing dollars spent per student at public institutions one fourth of those spent at private institutions, and there are nearly three marketing staff persons at private institutions for every staff person at public institutions.

Where do the dollars go? Allocations in the survey show that publications and advertising together command an 80 percent share of marketing dollars, with publications and advertising evenly divided: 40 percent. Web site: five percent, and marketing research: two percent.

Slightly more than half of all institutions report they have campus-wide marketing committees and one third of institutions report that a vice president or chancellor or an associate vice president/chancellor heads up their marketing program. A director heads up the marketing effort at more than 40 percent of institutions, and masters and liberal arts institutions appear to be more likely to have a more senior officer leading the marketing effort.

At 44 percent of institutions, the campus-wide committee is led by a vice president or a more senior staff person, and this person most typically belongs to the public affairs or marketing area. More than half of all committees report directly to the President, Chancellor or Provost.

Less than 20 percent of all campus-wide committees have budgetary authority, a finding consistent with a previous year's survey, and consistent with other findings, marketing committees at private institutions have greater budgetary authority and assume a greater range or responsibilities.

UNLOCKING *The* POTENTIAL *Of* HIGH SCHOOL SENIORS:

BY KIMBERLY SHAIN PARSLEY

Western was one of only five sites chosen to host a public hearing of this commission, which was created in June 2000 as a partnership among the U.S. Department of Education, the Carnegie Corporation of New York, the Charles Stewart Mott Foundation and the Woodrow Wilson National Fellowship Foundation. The Commission on the High School Senior Year was charged with examining students' experiences in the last year of high school, and investigating ways to improve them.

Ransdell said the meeting and the work of the commission was "crucial to students, to higher education and to the future."

The first report of the commission was released in January. This preliminary report was titled "The Lost Opportunity of Senior Year: Finding a Better Way."

"The first report was to present their understanding of the problem and some alternative strategies," said Dr. Karen Adams, Dean of Western's College of Education and Behavioral Sciences. "It didn't make any recommendations, so before the commission proceeded, they wanted to explore the implications of this with educators, students and parents nationwide to see how they might respond."

Adams said the commission was concerned with determining whether or not the education that students currently receive in grades K-12 meets the expectations of postsecondary institutions and employers. She said the initial report refers to this gap between education and expectations as a "disconnect."

"The commission was looking at what were the differences in a disconnect between students who went directly into the work force and those who went into higher education,"

WHAT'S THE RIGHT COMBINATION?

The Commission on the High School Senior Year



'As educators, we have followed a long-ago established blueprint for teaching students, and have been successful in doing so. But today's students are different. The world for which we are preparing those students is different. And the way we teach those students must change to meet the challenges of those differences,' Western Kentucky University President Dr. Gary Ransdell said during a public hearing involving the Commission on the High School Senior Year, held in March at Western.

Adams said. "They were wondering if changes could be made in how we structure the 12 years of schooling to increase achievement for students at the end of their senior year."

According to Adams, the hearings, held at strategic locations across the country, are designed to respond to the conclusions reached in the report either by presenting evidence confirming the existence of the disconnect and providing suggestions for improvement, or by sharing information about programs and initiatives already in place to ensure that students' educations prepare them for life after high school.

"This meeting showed Kentucky's efforts to improve the disconnect," Adams said.

In his remarks, Dr. Ransdell thanked Gov. Paul Patton, who chairs the commission, for his leadership in education in Kentucky.

"Gov. Patton recognized the problems facing Kentucky schools, and moved swiftly to implement plans to solve those problems," Ransdell said.

Dr. Adams said the meeting was an opportunity to show what steps have already been taken in Kentucky to address the disconnect in education.

She said the partners involved in establishing the commission wanted to examine what the United States was doing to ensure the best citizenry. "They wanted to look at what we were doing to prepare the best workers for all kinds of job possibilities," she said.

The commission was particularly interested in trends in wages over the last 50 years. It noticed a decrease in available job opportunities for people whose educations did not go beyond high school. For that same group, there was a widening wage gap. Adams said she feels that changes in education must be made, so that students who choose not to pursue a goal of postsecondary education will still be equipped with the training and skills demanded by employers. She said the commission hopes to identify changes that could be made in how the twelve years of schooling are structured in order to increase achievement for students at the end of the senior year.

"From a couple of things that the ini-

tial report talks about, and that I agree with," Adams said, "is the assertion that a high school diploma is no longer a guarantee of success in our contemporary world of work. If you simply graduate from high school and get a job, you're never going to catch up economically."



Dr. Karen Adams

'...A high school diploma is no longer a guarantee of success in our contemporary world of work. If you simply graduate from high school and get a job, you're never going to catch up economically.'

She said the commission is looking at ways to improve the high school experience to make it more consistent with the complexities of today's world. She said education can no longer be based on facts, because facts are rapidly changing. She said it is crucial that students leave high school prepared to

be effective problem solvers, critical thinkers, readers and communicators.

"The senior year really is the year that prepares students, whether they're entering the work force immediately, or going to a technical or community college, or on to a four-year college or university. They really need to be ready to start immediately without a lag," Adams said.

She said students often reach their senior years and find that they only lack a few credits to graduate. They spend their extra time involved in a co-op program, working or simply socializing, rather than in preparation for the challenges of the future. She said students often forget their study skills during this year long hiatus.

Postsecondary institutions must compensate for the students' lack of preparation by offering remedial courses. Adams said the remediation slows down the pace of education, making what should be four years of college or two years of technical training or community college a much longer process. This extended time in school also brings with it financial implications, since students staying in school longer must take out more loans and begin paying off those loans later in life.

Adams said that though the commission initially focused on the senior year of high school, it soon broadened its scope to evaluate all high school and middle school education. She said she agrees that the earlier grades should be addressed as well. She said it is important to involve all students at all levels wholly in the education process.

She said education majors in the College of Education are beginning to incorporate this idea into their curriculum. Approximately 50 Western students and four faculty members in the School of Teacher Education are involved in a program whereby the college students assist high school and middle school students in the Housing Authority of Bowling Green by tutoring and mentoring. These volunteers also assist many people who speak English as a second language. Adams said she feels the students' involvement with the Housing Authority is a positive learning experience for all involved.

PROFESSIONAL ACTIVITIES

ACCOUNTING

Dr. Jan Colbert, Accounting and Finance Professor, presented her two articles; "Implications of Two New SASs for Internal Auditors," and "Audit Sampling" for publication in the *Internal Auditor*.

ALLIED HEALTH AND HUMAN SERVICE

Dr. Sandra Starks coauthored a chapter on *Assessments for African American Individuals and Families* in the recently released textbook - *Culturally Competent Practice: Skills, Interventions, and Evaluations* published by Allyn & Bacon.

ARCHITECTURAL AND MANUFACTURING SCIENCES

Dr. Yalcin Ertekin received a Junior Faculty Scholarship grant in the amount of \$4,000. The project is entitled, "Development of a First-Order Thermal Correction Model for Accuracy Improvement of a Coordinate Measuring Machine."

Dr. Murat Tiryakioglu, with Dr. James T. Staley (Durham, NC) gave a two-day workshop at the Annual Meeting of the Minerals, Metals and Materials Society (TMS) on the "Heat Treatment of Cast and Wrought Aluminum Alloys". The meeting was held in New Orleans, LA on 12-15 February 2001. Dr. Tiryakioglu also gave four presentations about the continuing research at AMS Department on the metallurgy and heat treatment of aluminum alloys.

Dr. Tzu-Liang Tseng received a Junior Faculty Scholarship grant in the amount of \$4,000. Dr. Tseng's scholarship project is entitled, "Development of an e-Based Decision Support System for Modular Product Design in the Automotive Industry." The purpose of this proposal is to examine and build a model for "e-Manufacturing" using the Internet as a platform.

DEVELOPMENT AND ALUMNI RELATIONS

John Paul Blair, Director of Major Gifts, was recently appointed to the Council for the Advancement and Support of Education (CASE) District III Board of Directors. He currently is president of CASE-Kentucky.

Rick Dubose, Director of Corporate and Foundation Relations, moderated the *Corporate Giving: Trends and Guidelines at the Turn of the Millennium* session at the CASE District III annual conference held in Atlanta in February.

Tom Hiles, Vice President for Development and Alumni Relations, moderated *The Campaign Silent Phase* session at the CASE District III annual conference held in Atlanta in February. Donald Smith, WKU Director of Alumni Relations and Annual Giving; John Paul Blair, Director of Major Gifts; and Rick DuBose, Director of Corporate and Foundation Relations, served on the panel for this discussion.

Heather Slack, Assistant Director of Annual Giving, moderated the *Tips and Trends in Annual Giving Session* at the CASE District III annual conference held in Atlanta in February.

DEPARTMENT OF ENGLISH

Lou-Ann Crouther gave a reading of her own poetry at Barnes & Noble Booksellers February 18, 2001; she also presented a paper at the 20th Annual GROW Conference in Louisville, Kentucky on March 1, 2001.

Dr. Lloyd Davies had two reviews published: "The Temple of Culture: Assimilation and Anti-Semitism in Literary Anglo-America, by Jonathan Freedman," in *Christianity & Literature* 50 (2000); and "Between Image and Word: The Theatrical and the Literary in Shakespeare and His Critics," in *Kentucky Philological Review* 15 (2000). Dr. Davies also presented a paper, "Text, Work, World: The Covenantal Space of the Canonical," at the annual meeting of the Kentucky Philological Association at Georgetown College in Georgetown, KY, March 2-3, 2001.

Mary Dillingham served as a presider for one of the sessions of the KCETE/LA Conference, February 9-10, 2001, and introduced Nancy Schulten.

Professor Ron Eckard presented "Russian and U.S. Cultural Values Expressed Via E-Mail" and chaired the panel "Positioning of ESL Administration in Higher Education" at the international convention of Teachers of English to Speakers of Other Languages (TESOL) in St. Louis, MO.

Professors Mary Ellen Miller, Elizabeth Oakes, Jane Olmsted, and Nancy Roberts along with student Trish Jagers read poetry in a gathering of 12 of the poets featured in Oakes and Olmsted's *Writing Who We Are: Poetry by Kentucky Feminists* at the 20th Century Literature Conference in Louisville. Nancy Roberts also read one of her short stories as a creative and refereed presentation.

Professor Joe Millichap presented his paper, "Transcendental Railroads: Nature and Spirit, Technology and Culture in Emerson's America," at the Kentucky Philological Association annual meeting, Georgetown College, March 2, 2001. Professor Millichap's review of *Conversations With Kentucky Writers, II* appears in *Arkansas Review* 31 (December 2000), 234-235. His article, "Calvinistic Attitudes and Pauline Imagery in Huckleberry Finn," which originally was published in *Mark Twain Journal*, will become part of the Huckleberry Finn CD-ROM Project by the State University of New York-Buffalo.

Professor Joe Survant conducted a poetry workshop and gave a reading at Brescia University in December, and participated in a series of poetry readings in February for "the literary renaissance" in Louisville to raise money for the Franciscan Shelter House. Professor Survant had a chapbook of poems about South East Asia accepted by Landmark Books in Singapore. He had a poem published in the 2000 issue of *The Sow's Ear Poetry Review*, two poems published in the 2000 issue of *Open 24 Hours*, and

a poem published in *Time All Over*, an anthology of millennial poetry from the Kentucky Folk Art Center. Dr. Survant has also been selected as the Willson Wood Professor of English for next year.

Professor Pat Taylor moderated a session for the Kentucky Philological Association Conference in March at Georgetown, KY.

JOURNALISM AND BROADCASTING

Dr. Augustine Ihator presented his research work, "PR Practice in the Information Technology Age — Critical Assessment of the Traditional Paradigms," at the annual meeting of the American Association of Behavioral & Social Sciences in Las Vegas. He also chaired a session dealing with social behavior.

Dr. Ihator's research work, "Critical Review of the Traditional Corporate PR Communication Styles in the New Multi-Media Milieu," has been accepted for publication in a leading European journal, *Corporate Communications: An International Journal*, published in London, England.

LIBRARY PUBLIC SERVICES

Elisabeth Knight and **Elaine Moore** published "Promoting and Teaching Community Internet Workshops" in *Kentucky Libraries* v. 64 no. 3 8-11.

Knight, Ruth Kinnersley, and **Moore** gave a presentation on WKU Libraries' KYVU Support Services for Faculty and Students at the Kentucky Library Association meeting in Louisville, KY.

Charles H. Smith, Science Librarian Assistant Professor, had his article, "Initial Use of the Lens Stereoscope," published in the *Journal of Geoscience Education*.

MUSIC

Sylvia Kersenbaum, professor of music and internationally-renowned pianist, and Violinist Raphael Gintoli, gave two concerts with the Symphonical

Nationale in Buenos Aires, Argentina, at the Ameghino Theatre in March. Featured were the Beethoven cycle of *Sonatas for Violin and Piano*.

Next Oct. 25 through Oct. 28, WKU's Theatre and Dance Department will stage Ms. Kersenbaum's ballet, *The Masque of the Red Death*, with full orchestra score, in Bowling Green.

NURSING

M. Susan Jones, Associate Professor in Nursing, was recently appointed by Gov. Patton to a four year term on the Kentucky Board of Nursing.

PUBLIC AFFAIRS

Sheila Conway Eison, Director of University Communication and Editor of *On Campus Magazine*, served as moderator for *Turning Your Magazine Inside Out: How Your Internal Magazine Can Reach Your External Audience*, at the Southeastern District III Conference of the Council for the Advancement and Support of Education (CASE) in Atlanta, Ga.

Tom Meacham, Director of Publications, and **Marcus Dukes**, graphic artist, received an honorable mention for their design of the *Western Scholar Magazine* from the National Association of Government Communicators.

PUBLIC HEALTH

Dr. Michael D. Ballard was elected Vice-President of the Health Division of the Southern District of the American Alliance of Health, Physical Education Recreation & Dance at the February 7-10, 2001 convention in Birmingham, Ala.

Dr. Steve Grimes had an article, "Adaptive Programming Collaboration Between Physical Education and Special Education Faculty in the Bowling Green Independent and Warren County, Kentucky School Systems" accepted (in-press) for the Spring issue of the *Kentucky Association for Health, Physical Education, Recreation and Dance Journal*.

Dr. Wayne Higgins participated in the National Summit on the Future of Education and Practice in Health Management and Policy, February 8-10, 2001 in Orlando, Fla.

Dr. Lisa L. Lindley had two articles, "Support for Instruction About Homosexuality in South Carolina Public Schools," (Jan.) and "Support for School Based Reproductive Health Services Among South Carolina Voters" (Feb.) published in the *Journal of School Health*.

SOCIOLOGY

Dr. James W. Grimm has had his paper, "Using Social Network Principles to Structure Linkages between Providers and Patients," accepted for publication in the 2001 volume of *Research in The Sociology of Health Care*, Elsevier Publishing Co.

STUDENT LIFE

The Leadership Bowling Green Alumni Association selected **Howard E. Bailey**, Student Life Associate Vice President and Dean, as the 2001 recipient of the Distinguished Leadership Award. Dean Bailey is a graduate of Leadership Bowling Green. He is Western Kentucky University's staff regent.

Dean Bailey graduated in the charter class of Leadership West Kentucky, and is an institutional representative for the Council on Post Secondary Education and serves as campus coordinator for the 1997-2002 Kentucky Plan for Equal Opportunities.

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Submissions for entry in the Professional Activities page should be sent to Kimberly Parsley, Kimberly.Parsley@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.



WKU'S INTERNATIONAL EMBASSY

BY LARRY CAILLOUET



While no one can identify precisely when it happened, Bowling Green and Western Kentucky University have become international communities—communities of international students, international scholars, and international residents. In Bowling Green, there are more than 30 languages spoken in the homes, schools, and workplaces. The beginning of the school year is announced in multiple languages. A building-sized painting near the city square announces Bowling Green's annual International Festival. It isn't hard to see that Bowling Green is not just a small southern city; it is an international community.

A similar growth of internationalization has occurred at Western Kentucky University. One year ago Western had approximately 250 international students. This semester we have 425. More than 200 international students have applied for admission for the fall semester. Not only are the numbers of international students growing rapidly, these students now represent more than 50 countries. Several dozen of Western's American students study at countries around the world every year. Western has more than a dozen faculty who are citizens of other countries. Our athletic teams have key players from foreign countries. No one who knows Western can miss the fact that WKU is a university of international scope.

It is fitting that the importance of international people, countries, and cultures on our campus and in our community be represented in a tangible way. Nothing is more symbolic of a country than its flag. Therefore Western has built an international plaza at its International Center which features the flags of the 25 countries having the most students enrolled at Western. We are proud of every country that has even one student at Western, but these twenty-five countries are the ones that have the most impact on who we are and who we are becoming. We honor each of these countries with a flag on its own flagpole at the International Center. The international flags are a public celebration of the richness and diversity of international people at Western Kentucky University and mark the International Center as WKU's international embassy.

The most prominent flag is the American flag, since there are more American students at Western than any other nationality. We have no intention of minimizing the contributions of Americans to the world and to our university. The flags of the other twenty-four countries are arranged so that the countries with the most students at Western are closest to the American flag. As the flags move farther away from the American flag, it means that they have fewer students attending WKU. Each year there will be some changing of the flags as students from a particular country increase or as new countries begin to send more students to Western. It will be sad to see a familiar flag come down, but exciting to see a new one go up.

International flags will have another prominent role in the life of the University this year. Commencement exercises at Western will take on an international flavor with a procession of international flags representing each country with at least one student graduating. Each flag will be carried by a graduate from that country. For countries with more than one student graduating, the student with the highest grade point average will have the honor of carrying his or her country's flag.

The world has come to Bowling Green and WKU. With the raising of the many flags and the creation of the International Embassy, we recognize that fact and honor those countries.

Dr. Caillouet is Director of WKU's International Programs and International Center.



As Diddle goes up, a community comes down. An aerial photograph taken in the early 1960s shows Diddle Arena under construction with the Jonesville neighborhood undergoing demolition.

A two-story house and a car are indicators of prosperity in this photograph taken in Jonesville about 1930.



PHOTOS COURTESY OF THE KENTUCKY LIBRARY AND UNIVERSITY ARCHIVES

Jonesville

Reclaiming a History

BY KIMBERLY SHAIN PARSLEY

Have you ever revisited your childhood home after having been away for a long time? Perhaps you stood in a special spot with your eyes closed, awash in memories of moments long past, but which hover in the air like fog. Pictures drift into your mind, and sounds echo all around. Maybe you felt disappointment and regret when you opened your eyes to find the present all around you, altered and strange, only shades of what used to be. For Maxine Ray, this disappointment is acute. The community of her childhood is gone. When she visits the site, it isn't to reminisce, but to park her car in the Diddle Arena lot before class.

Ray was born in 1945 in Jonesville, a thriving African American community which adjoined the campus of then Western Kentucky State College. She described the Jonesville community as a close group of people, who worked hard and prospered. A middle class neighborhood by today's standards, she said.

Jonesville began at Dogwood Drive, and stretched all the way to the railroad tracks. What is now Big Red Way formed the Southern perimeter, although two homes once stood where the Downing University Center stands now, and two

homes on the site of Bates-Runner Hall.

Jonesville had two grocery stores, three beauty shops, a service station, a Dairy Queen, a shopping center and Hardin's sandwich shop, famous all over Bowling Green for its barbecue.

Sue Lynn Stone, Western Kentucky University archivist, said that when reunions are held for graduates of Western or the Bowling Green Business University, one of the most requested sites to visit is Hardin's sandwich shop. Bill Hardin catered events throughout Bowling Green for both white and



The community had two grocery stores, three beauty shops, a service station, a Dairy Queen, a shopping center and Hardin's sandwich shop, famous all over Bowling Green for its barbecue. Notice the Heating Plant smoke stack in the background of this Russellville Road view of Jonesville.

African American families. Stone said there is an entire population of senior citizens who are graduates of the business college, a private college that existed alongside Western until the two merged. She makes maps for their reunions to show them where buildings (none of which remain) were when they were students here. Hardin's sandwich shop is on the map because of its popularity.

Ray said there were several rock masons who lived in Jonesville and worked both in Jonesville and in the Bowling Green community. Mose Loving, who started Loving Stone Company, began his business, which is still in existence today, in Jonesville. Taylor Sanitation is another local business with roots in

Jonesville.

Ray estimates that Jonesville was home to 67 families, a few of them white, in 1950. Jonesville had two churches and at one time a school, Jonesville Elementary.

"I didn't realize there was another part to Bowling Green until I got big enough to cross that hill," Ray said. "We had everything we needed."

Ray is a graduate assistant in folk Studies at WKU. After being assigned a paper in a sociology class, her mind traveled back to shoe boxes full of old pictures that her mother had kept for years. Ray asked the professor if she could write her paper about Jonesville. Subsequently, she began doing many of her assignments on Jonesville, varying her

research and scope, depending on the class and the assignment.

"It started there. Every class I had, if I had to write a paper, I'd ask if I could write it about Jonesville," she said. "That made me look up more, and get out and research more about it."

Ray's research has made her the local authority on Jonesville. She received a grant from the Bowling Green Bicentennial Commission to document Jonesville for the Bicentennial celebration. She is working on a book about Jonesville, and hopes to also complete a Jonesville pictorial.

"Jonesville is a part of history, a part of Bowling Green's history that people don't know about. It's a history that should not be forgotten," she said.

As Ray dug deeper into the history of Jonesville, she found not only the history of a community, but also that of her own family. She said the earliest deed she found is dated 1871, and shows that Albert Thomas, Ray's great-great-grandfather, owned the first piece of land in what would become Jonesville. According to documents Ray examined, her ancestor was owed \$101.68 by Mr. George Lehman. Thomas was paid with a piece of land, rather than by cash. Ray estimates the property payment to be approximately the size of a football field, beginning at what is now Big Red Way and continuing to the railroad tracks. Albert Thomas built a home on the land, and gave some of it to his children for their homes. His children later did the same.

"That's how all of my great-aunts and uncles had property there," Ray said.

She said it is not surprising that an entire African American community grew from this one plot of land because in the post-Civil War South, African Americans had to stay together for survival. She said Jonesville probably sprang from a need for protection and security.

Ray said the people of Jonesville were proud people who worked hard for what they had, and worked hard to preserve it. Many women in the community worked at Western as cleaning ladies, one of the few professions available to African American women during that time. Ray herself recalled accompanying her grandmother to what is now Science and Technology Hall, then the Training School, to help her clean. Ray's great-great-aunt worked in Van Meter Hall, which was then the administration building. Many African American students who attended Western, but were not yet allowed to live in the residence halls, rented rooms in family homes in Jonesville. Jonesville thrived and Western thrived, and the two communities seemed to be existing in harmony—until 1955.

Western was thriving so much that it needed more land for expansion, and administrators turned their eyes to Jonesville, situated adjacent to the campus. Western purchased several plots of land in the area, but many Jonesville residents refused to sell.

"Everyone said no because they had worked hard and

Mt. Zion Baptist Church was the heart of the community for its many members, shown here in this 1943 photograph.



paid for their property," Ray said. "There was a big fight for the longest time."

In 1964, the Urban Renewal Commission in effect condemned the properties in Jonesville, and declared the area as a site for urban renewal.

"Everybody owned their own houses and everybody kept them up," Ray said. "They wrote us up that we lived in Shantytown. They said we squatted on land there, but that was not true."

Ray said much of her research and presentations about Jonesville have been driven by her desire to let people know that her childhood community was just that, a community- not a shantytown. She has published articles and reprinted photographs in local and state publications as proof.

"That's why I got in my mother's shoebox and got out all those pictures and had them blown up, so people could see that."

After the Urban Renewal Commission took over the properties in Jonesville, the land was sold to Western for a much cheaper price than if Western had purchased the property from Jonesville residents. The Commission approved Western's plans to use the land for campus expansion.

"My great-uncle told me it was like a nightmare," Ray said. "Nobody got enough money to have a clear deed to



The Rev. Jesse Taylor (left) and the men of Mt. Zion Baptist Church were leaders of their community.

ern and its need to grow, they did not want to lose their homes in the process. Many of them were elderly. All were frightened and angry. Jonesville community leaders attended meetings, wrote letters and protested as best they could. Integration was new to Kentucky and unpopular. Ray said the residents didn't know they could go outside Kentucky to get a lawyer to take their case.

"We couldn't go downtown and get a lawyer. Who would represent us? Western was the college. Western was

Western's prosperity. Most of the Jonesville residents remained in the Bowling Green area, and Ray says Bowling Green is richer because of that. On April 10, a historical highway marker was dedicated to mark the existence of Jonesville. The marker stands at the corner of Big Red Way and University Boulevard.

The marker and the attention recently paid to the memory of Jonesville is largely a result of the hard work of Maxine Ray. After she had gotten all the necessary documentation in order and had contacted the Kentucky Historical Society, only the question of the marker's cost remained. She asked Dr. Gary Ransdell, Western Kentucky University President, if the university would bear the cost. He agreed without reservation.

Ray says the marker is important to her because it says to the residents of Jonesville, the four oldest of whom unveiled the marker at the dedication ceremony, that they were not forgotten.

"I'm not mad about it, because it's history and it happened. I can't go back and rebuild the houses out there and put Jonesville back up again," she said. "It won't ever be back again, but it was there. It is history, and I want Bowling Green to remember it."

'I didn't realize there was another part to Bowling Green until I got big enough to cross that hill. We had everything we needed.'

another property because after the state comes in and condemns it, Urban Renewal can give you what they want. That's what happened."

"Here were people who were 60 to 65 years old, Black, retired, can't go in a bank and get a loan. It was horrible," she said.

According to Ray, the residents fought the land takeover as long and as hard as they could. She said that though they were supportive of West-

everything. Of course everybody was going to be for the university," she said.

Jonesville disappeared and Western Kentucky State College expanded as planned, becoming Western Kentucky University, where Maxine Ray is now enrolled as a graduate student. Her family and friends were forced out of their homes. Families who had lived nearby each other for generations were scattered like leaves by the wind of

Princeton To Replace Student Loans With Grants

Strengthened by its growing \$8 billion endowment and strong annual giving program, Princeton University has announced plans to provide grants instead of loans for all of its undergraduate financial aid and plans to increase aid for graduate students. The change, to begin with the fall 2001 semester, is part of a \$57 million increase in endowment-income spending. The plan also extends "need-blind" admissions policies to international students for the first time, expands fellowships for first-year doctoral students in the sciences and engineering, and provides summer research stipends for other doctoral students. The "no-loan program" and other financial aid improvements for undergraduates will cost more than \$5 million next year; improving support for graduate students will cost more than \$6 million.

About 40 percent of Princeton graduates receive some financial aid to help pay tuition, room, and board, which will amount to \$33,613 next year. The hope is that the plan will attract students who are put off by the high price and encourage competing schools to begin providing similar support. This is the second time in three years that Princeton has improved its financial aid for undergraduates.

"In the last two decades, middle-class students have been squeezed out of selective private universities," Arthur Levine, president of Columbia Teachers College, told the *New York Times*. "The only way middle-class students could afford to attend these colleges was by taking out huge loans. Every Ivy League university is going to have to try to match this if they want to compete for the best of the middle-class students." Nationwide, families now use loans to pay for about 60 percent of a college education, compared to 40 percent 20 years ago.

SOURCES: *The New York Times*, 1/28/01, <<http://www.nytimes.com/>> *The Seattle Times*, 1/28/01, <<http://www.seattletimes.com/>> *The Christian Science Monitor*, 1/30/01, <<http://www.csmonitor.com/>>

Loans For Online Students Questioned

Lawmakers are taking a closer look at a federal policy which denies student loans to students taking classes online. In 1992, Congress banned federal student loans and grants for anyone enrolled in correspondence schools, concerned that fly-by-night diploma mills were fleecing students and the government. But that same ban now applies to many reputable colleges and universities which offer most or all of their classes online, denying their students financial aid.

It is unclear how much federal money may be at stake—the most recent federal count shows online enrollment at 1.3 million but that data is three years old. No one knows

how many more students might enroll were financial aid available.

Rep. Johnny Isakson (R-GA) is leading the charge to ensure financial aid access for students taking online courses. In a recent interview Isakson, said he wants to be sure "that credible Web-based...education is not discriminated against."

SOURCE: *Associated Press*, 2/12/01

Settlement Requires ETS To Stop Flagging Test Results Of Disabled

As part of a lawsuit settlement, the Educational Testing Service agreed to stop flagging the results of students with disabilities who receive extra time or other special accommodations on the company's standardized tests. The lawsuit was brought by Oakland-based Disability Rights Advocates on behalf of a disabled student who was given extra time to complete the Graduate Management Admissions Test. The student, whose results were flagged, claimed business schools rejected him as a result, that ETS' policy of flagging violated state and federal anti-discrimination laws, and that the policy unfairly separates and labels disabled students. The issue of flagging test scores with an asterisk and the notation "Scores Obtained Under Special Conditions," has been a topic of debate since the Americans With Disabilities Act became law in 1990.

The agreement covers the GMAT, Graduate Record Exam, Praxis, and Test of English as a Foreign Language, and requires ETS to stop flagging scores on these tests by October 1. The settlement does not apply to the Scholastic Aptitude Test, the Law School Admission Test or the Medical College Admission Test.

High school counselors and college admissions officers worry that removing the flag from the SAT would "open the floodgates" to students trying to gain an unfair advantage by requesting extra time to take the test. A recent report by the California state auditor revealed that students in private schools were more likely than students in public schools to receive accommodations on the SAT, while special accommodations were nearly nonexistent for poor, minority students in urban public schools. Of the special accommodations granted, nine out of every 10 go to students with learning disabilities such as dyslexia or attention deficit disorder - the largest, fastest growing, and most controversial group of students.

SOURCES: *New York Times*, 2/8/01, <http://www.nytimes.com> *Los Angeles Times*, 2/8/01, <http://www.latimes.com>

Women Students Found Lacking In Computer Confidence

Although female college freshmen are using computers almost as much as their male peers, they are far less confident in their computer skills, according to the annual American Freshmen Survey, a joint project of the American Council on Education and UCLA's Education Research Institute. The survey, which is the nation's largest, oldest and most comprehensive assessment of student attitudes and behavior, was conducted last fall and is based on the responses of 269,413 students at 434 four-year colleges and universities. The data were statistically adjusted to represent the 1.1 million freshmen entering these traditional four-year institutions. The study found that women are only half as likely as men to rate their computer skills as above average or in the top 10 percent.

Only 1.8 percent of the women surveyed, compared to 9.3 percent of the men, said they planned to enter computer programming as a career. "This is an area where the gender gap has done nothing but grow larger," Linda Sax, the survey's director, told *Wired* magazine.

SOURCES: *Wired*, 1/29/01, <<http://www.wired.com/>>
American Council on Education press release, 1/22/01, <<http://www.acenet.edu/>>
Los Angeles Times, 1/22/01, <<http://www.latimes.com/>>

Rejection Rate Rises For Early Applicants

Qualified applicants who commit their exclusive interest in a college by applying early continue to have an edge over regular applicants for admission, but many of the nation's most selective institutions are rejecting a growing number of early applicants. Part of the reason is simply that more students are applying for a relatively stable number of places. But colleges are also rejecting more early applicants whom they find unqualified. In the past, such students were often put into the regular admissions pool and rejected in the spring. High school counselors have urged colleges to be more candid by rejecting students at the outset.

Guidance counselors often lament the growing popularity of applying early, arguing that poor, underprivileged students are rarely ready to apply in the fall. Students who apply early often do it to boost their odds of being noticed by a prestigious school. "The focus has become more on getting in than in finding the appropriate school, and I just think that's a shame," Tom Parker, admissions dean at Amherst College, told *USA Today*.

SOURCES: *US News and World Report*, 1/22/01, <<http://www.usnews.com/>>
USA Today, 1/24/01, <<http://www.usatoday.com/>>

Students Expelled For Failing Remedial Courses

The California State University system expelled 2,009 students—more than 6 percent of last year's freshman class—for failing to master basic English and math skills during their first year of college. To help improve students' skills before they enter college, Cal State has stepped up its work with 150 high schools that send the greatest numbers of students who need remedial instruction. In a \$9 million program, the state university's faculty and hundreds of students majoring in math and English are helping high schoolers with algebra and English composition.

Nationwide, 29 percent of all college freshmen enroll in at least one remedial class in reading or math. At Cal State, 63 percent of freshmen received remedial instruction in 1999, partly because the system has higher standards than other public universities. Students must pass Cal State's own placement tests or score above 550 on the math as well as the verbal sections of the SAT. Most other public universities set the bar at 500.

SOURCE: *Los Angeles Times*, 1/25/01, <<http://www.latimes.com/>>

Math Teachers Go Back To College To Brush Up Their Skills

As American students continue to test poorly in math and science compared to other industrialized nations, some schools are sending their teachers back to school for more training. Chicago schools have teamed up with the math department at the University of Chicago to help math teachers bone up on their math skills and instruction techniques. "Most of our math teachers are a little gun shy in some [math] areas," Clifton Burgess, director of instruction for math and science for the Chicago Public Schools, told the *Christian Science Monitor*. This pilot program is expanding to include 10 local colleges and universities—the linchpin in the program's success. While Wisconsin has developed a similar smaller program, few other states have. "It's very hard to recruit mathematicians to get involved with K-12 education because they don't get any rewards," said Tom Loveless, a senior fellow at the Brookings Institution. But some educators are cautiously optimistic about the education plan that President Bush is touting to get universities involved as a way to improve the level of math education.

SOURCE: *Christian Science Monitor*, 2/6/01, <http://www.csmonitor.com>

Value Of College Questioned For Some

About 27 percent of U.S. adults have four-year college degrees, but "as much as 80 percent of the population might eventually go to a two-year or four-year college over the next couple of decades," Chiara Coletti, a spokeswoman for the College Board told the Washington Post. Furthermore, the portion of high school seniors planning to go straight to college jumped from 58 percent in 1982 to 79 percent in 1993, according to the American Institutes for Research.

Some educators caution that making college a goal for all may waste resources, frustrate poorly motivated youths, and dilute the value of a university degree. Many colleges face tremendous pressure to reduce standards and lower expectations of students. In reference to the large numbers of college students requiring remedial education, Chester E. Finn Jr., president of the Thomas B. Fordham Foundation, said, "A lot of people get a proper high school education in college, having received an elementary education in high school." Others say that the best bet for a growing number of vocationally oriented students might be to skip high school and combine college with professionally oriented training.

On the other hand, the Boston Globe reports that more and more teenagers are skipping college to pursue high paying jobs in information technology. High school grads who are capable of designing Web sites and networking computers can earn up to \$20 an hour, and some have reportedly been recruited at starting salaries of \$40,000 a year. According to Robert Half International, a staffing firm in Menlo Park, Calif., information technology graduates from a technical certification school can expect to earn \$10,000 to \$15,000 more than a traditional four-year college graduate with a bachelor's degree in a technical field.

SOURCES: The Boston Globe, 1/21/01, <<http://www.boston.com/>> The Washington Post, 1/30/01, <<http://www.washingtonpost.com/>>

Maryland Expected To Pass College Labor Bill

Employees of Maryland's public universities appear likely to win collective bargaining rights this year, thanks to support from Democratic Governor Parris Glendening. Some 10,000 janitors, clerical workers, and other support personnel on the state's campuses would earn the right to negotiate wages, benefits, and working conditions.

Although the business community remains opposed, university officials, under pressure from Glendening and from beneficiaries of proposed spending increases for higher education, appear resigned to letting the legislation pass. Employees of public university systems in 24 other states already have collective bargaining rights, representing more than half of all U.S. public universities.

SOURCE: The Baltimore Sun, 1/21/01, <<http://www.sunspot.net/>>

FACULTY AWARDS

The University annually recognizes outstanding contributions by faculty members in the areas of Teaching, Research/Creativity, and Public Service. Congratulations to the 2001 Winners. Three University Award winners from this group will be announced at a later date.

Award for Teaching

Dr. Harold Little, Accounting

Dr. Daniel Roenker, Psychology

Ms. Susan Jones, Nursing

Dr. Larry Danielson,
Modern Languages & Intercultural Studies

Mrs. Michelle Hollis, Academic Support

Award for Public Service

Dr. William Parsons,
Global Business & Entrepreneurial Studies

Dr. Katrina Phelps, Psychology

Dr. David Coffey, Agriculture

Dr. Robyn Swanson, Music

Dr. Kenneth Utley,
Business and Computer Studies Division

Mr. Haiwang Yuan, Library Public Service

Award for Research/Creativity

Dr. Lou Turley, Marketing

Dr. Elizabeth Lemerise, Psychology

Dr. Eric Conte, Chemistry

Dr. Deborah Logan, English

Dr. Gay Helen Perkins,
Library Public Service

Encouraging Minority Education

BY CAROL CUMMINGS

A Louisville-based foundation has stepped forward to support minority educators in Jefferson County through a gift to Western Kentucky University. According to Tom Hiles, vice president for Development and Alumni Relations, the Gheens Foundation will make a gift of \$80,000 over four years to create the Gheens Scholars Program in support of scholarships for teacher education students from Jefferson County.

"This is a unique and wonderful gift that will provide tangible incentives for prospective teachers to return to Jefferson County," Hiles said. "Through the Gheens Scholars Program, Western will partner with the Gheens Foundation to offer a scholarship program which will train teachers, with a preference for minority teachers, who are committed to returning to the Jefferson County Schools."

Stephen Daeschner, superintendent of the Jefferson County Public Schools, who provided his endorsement and support for the project, said the Gheens Scholars Program will provide an excellent opportunity for the University and the District to work collaboratively in the identification and development of area minorities who aspire to become teachers. "Our District has committed significant funds and staff time to minority teacher recruitment," he said. "We celebrate the racial diversity of our District as a primary strength."

"Our experience is that the most successful way to obtain

minority teachers is not through external recruitment initiatives outside of Kentucky, but rather through local identification and development of candidates who are committed to residing in the Jefferson County region," Daeschner continued. "Western Kentucky University has a long history of working with the Jefferson County Schools to recruit minority teachers. This project will provide direct measurable results in our quest to have a teacher work force that is reflective of the diversity of our community."

According to Luther Hughes, Western's associate vice president for Enrollment Management, one factor that is critical to recruitment and retention of minority students is the level of competitive scholarships offered to potential students. "The Council on Postsecondary Education has out-

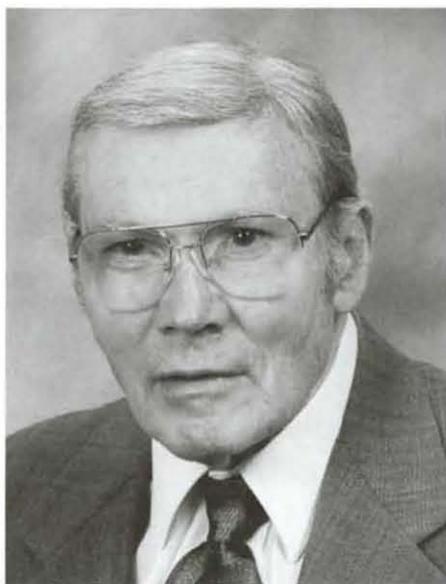
lined a number of guidelines related to minority recruitment and retention for each of its public postsecondary institutions," Hughes said. "The Gheens Scholars Program will not only offer a wonderful opportunity for many Jefferson County students, it will also allow Western to move toward its target goals for student recruitment."

Joseph Stopher, president of the Gheens Foundation, says the group is pleased to partner with Western in support of this program. "We are particularly pleased that this project was also endorsed by the Jefferson County school system," he said. "It is our hope that this project will encourage many minority educators to return to Jefferson County as they begin their professional careers."

'Western Kentucky University has a long history of working with the Jefferson County Schools to recruit minority teachers This project will provide direct measurable results in our quest to have a teacher work force that is reflective of the diversity of our community.'

Property Gift Invests in the Spirit

Athletics Director Wood Selig says the gift will have a lasting impact for University Athletics. 'Western is reaching new levels of excellence, but in the competitive world of collegiate athletics it is difficult to remain among the very best.'



Garland Reeves

Garland Reeves of Bowling Green recently made a commitment to Western Kentucky University's Athletics program. His gift will be funded through income from a gift of rental property. The property is valued at \$230,000 and will provide \$12,000 a year in rental income.

According to Tom Hiles vice president for Development and Alumni Relations, the gift will provide annual support for the Hilltopper Basketball, Lady Topper Basketball, and Hilltopper Football programs.

"Mr. Reeves is a long-time supporter of Western and WKU athletics," said Hiles. "We are so appreciative of this generous gift that supports athletics and our *Investing in the Spirit* Campaign."

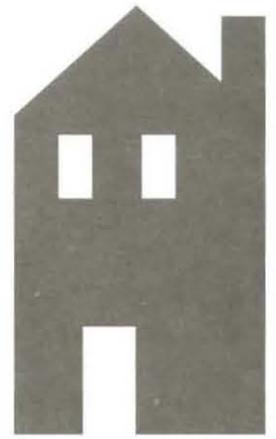
Reeves graduated from WKU in 1943, with a Bachelor of Science degree in Chemistry. He worked as a chemist at Seagrams in Louisville until 1947, when he followed in his father's footsteps by opening his own grocery store in Bowling Green. In 1961, he and his brother, Lester, entered into a grocery partnership, the Reeves Food Center on the by-pass in Bowling Green. His various business successes also included home building and development, as he developed Bowling Green neighborhoods in and around Western Hills, T.C. Cherry, Newman Road, Winfield Acres, and the Bristow School. In 1941, he married Rhea Kitchens, and they had three sons—Dennis, Steve, and Ron—all of whom attended Western. Mrs. Reeves passed away in 1999.

"I considered the Athletics Department, particularly men's and women's basketball and football, because I have followed so closely with this organization as a member of the 100 Club and a season ticket holder for more than 25 years."

Hiles said a gift of real estate is an excellent way to support Western. "Highly appreciated properties can be gifted directly to the WKU Foundation, providing tax benefits to the donor and supporting programs that are important to the donor," he said. "We are grateful that Mr. Reeves has made this generous, leadership commitment."

Athletics Director Wood Selig says the gift will have a lasting impact for University Athletics. "Western is reaching new levels of excellence, but in the competitive world of collegiate athletics it is difficult to remain among the very best. Now, more than ever, the University needs financial strength to maintain its present level of success and to continue to improve. We are so grateful for this generous commitment."

At Home: Judy Chicago in KY



Internationally renowned artist, Judy Chicago, at the forefront of artistic expression for more than 30 years, will bring her feminist art to Western Kentucky University during the fall 2001 semester.

At Home: Judy Chicago in Kentucky, is co-sponsored by the WKU Art Department, Women's Studies, Folk Studies and Anthropology Departments.

Chicago will facilitate a class of 20 students in art and women's studies that will result in the transformation of a two-story house, provided by Western, into a visual and performing arts exhibit. Designed by individuals or small groups of students, each room will explore components of identity: gender, race, class, difference, as they are experienced in domestic spaces. Artistic expression will include visual and performing arts.

Chicago's influence has reverberated throughout the world, producing a major impact both within and outside of the art community. Her collaborative projects include *Womanhouse*, *The Dinner Party*, *The Birth Project*, and *Holocaust Project: From Darkness into Light*. This 1993 project grew out of eight years of inquiry, travel, study and artistic creation, which includes a series of images that merge Chicago's paintings with the photography of Donald Woodman, as well as works in stained glass and tapestry designed by Chicago and executed by skilled artisans. Chicago has remained steadfast in her commitment to the power of art as a vehicle for intellectual



Judy Chicago and Donald Woodman

transformation and social change and to women's right to engage in the highest level of art production.

Woodman will be collaborating with Chicago on the *At Home* project, teaching a photoethnography course. In the past, Woodman has worked on several documentary film projects, including live video with various performing artists. His creative work has been supported by the Polaroid Corporation, which purchased and exhibited many of his images as part of their prestigious Polaroid Collection Program. For the past 25 years, Woodman has maintained a freelance commercial photography business. His work has included both location and studio photography, as well as film and video work.

Students participating in the photoethnography course will create a photographic documentary of the *At Home* art exhibit as well as explore the theme of home in Kentucky for themselves. Photographs will be exhibited in the Garden Gallery of the Kentucky

Museum, December, 2001-May, 2002. Another project of the course will be to create a small catalog of *At Home* for distribution at the exhibition.

Special Thanks to The School of Journalism and Broadcasting and Shutterbug for their support of Woodman's photoethnography course.

*Great
Year for
Western*

Ranked in the top 25 percent of the Sears Directors' Cup standings (81st — highest among all Sun Belt Conference, Ohio Valley Conference and Kentucky schools) at the end of the fall sports season, Western Kentucky athletics teams are enjoying a great year to date.

The seven fall and winter team championship sports have combined to win four conference titles (volley-

ball, women's swimming, men's basketball and football).

In addition, the Hilltopper football team was ranked fifth in the nation and reached the quarterfinals of the NCAA Division I-AA playoffs. The men's basketball team made its first NCAA Tournament appearance since 1995 and the 17th NCAA visit in school history.

Go Toppers!



THE DISTANCE OF AN ATOM

Western Kentucky University is one of 16 universities selected for nanotechnology research by the U.S. Air Force and the Department of Defense.

The Thermal Analysis Laboratory in the Materials Characterization Center has been awarded a grant of \$119,000 for "Acquisition of an X-ray Diffractometer (XRD) for Nanotechnology Research." The Center is housed at the WKU South Campus.

Recently the XRD has become an indispensable analytical technique for use in polymer/clay nanocomposite studies, according to Dr. Wei-Ping Pan, professor in Western's Department of Chemistry. X-ray diffraction can precisely measure atomic distances, d-spacings between clay layers, large-scale structure and long range order, and particle size and shape.

The XRD system will enhance the Materials Characterization Center's capabilities in undergraduate and graduate education and fundamental research in nano-science, Dr. Pan

said. Nanocomposites are very small materials.

The nanotechnology equipment competition drew 89 proposals. The other universities receiving grants were Harvard, Kansas State, Lehigh, Penn State, Illinois, Rice, Arizona, Arizona State, Colorado, Michigan, Texas, Virginia, Massachusetts Institute of Technology, Stevens Institute of Technology in New Jersey and University of California at Santa Barbara.



PHOTO BY YING GAO

SHARING KENTUCKY'S HERITAGE

Four faculty members recently had manuscripts approved for publication and a book written by a retired history professor was the featured selection in a statewide reading program.

"Western is collaborating with University Press of Kentucky and Kentucky Educational Television to widen citizen knowledge of the richness of their shared heritage," said John Hardin, assistant dean of Potter College of Arts, Humanities and Social Sciences.

Lincoln of Kentucky, written by Lowell Harrison, was the February selection in KET's "What If All Kentucky Reads the Same Book" program. More than 1,000 people participated in the program that read Harrison's 246-page biography of the nation's 16th president and his ties to his boyhood home.

Works by three WKU faculty members and one retired faculty member were among 15 manuscripts selected for publication by the editorial board of the University Press of Kentucky in February. Publication dates have not been determined.

Those books are:

Kentucky Family and House Ghosts by William Lynwood Montell, a retired Folk Studies program faculty member.

Dixie Limited: Railroads, Culture, and the Southern Renaissance by Joe Millichap, a professor in the Department of English.

Peter Bruner: A Slave's Adventures Toward Freedom: Not Fiction, But the True Story of a Struggle with an introduction by John Hardin, an associate professor in the Department of History and the assistant dean of Potter College.

Elisha W. Green: A Life of the Rev. Elisha W. Green with an introduction by Marion Lucas, a University Distinguished Professor in the Department of History.

HEALTH SERVICE TO SELF OPERATE

Western Kentucky University has returned to self operation of its campus student health services.

The 17 employees of Collegiate Health Care, which provided student health services since Sept. 1, 1999, were hired by Western on a temporary basis through the end of the spring semester, said Dr. Gene Tice, vice president for Student Affairs and Campus Services.

"We wanted to assure our stu-

dents that they would see no reduction in health services as we dealt with these changes," Dr. Tice said. "The staff at the WKU Health Care Clinic has been dedicated to serving the needs of our students and expect that level of care to continue."

"The current staff has made significant improvements in the delivery of health services to our students and we plan to continue to build on those improvements," Tice said.

TEACHER MEETS THE HIGH-TECH CLASSROOM

Once upon a time, classroom instructional tools were low-tech: a chalkboard, a film-strip projector or a new set of encyclopedia.

Today, however, classroom instructional tools have gone high-tech: software, a computer presentation or the Internet.

Whether the instructional tools are as low-tech as a No. 2 pencil or as high-tech as Powerpoint, teachers must know how to effectively use them in the classroom learning environment.

Increasing instructional technology skills of new teachers is the goal of a \$1 million project in Western Kentucky University's College of Education and Behavioral Sciences.

"The focus of the project is to ensure that our students are prepared to integrate technology into classroom instruction in the P-12 setting," said Dr. Sam Evans, associate dean of the College of Education and Behavioral Sciences.

Kentucky has made substantial strides in buying computers, hiring computer teachers and wiring schools for Internet access, but recent surveys show that many teachers don't know how to use technology effectively, said Dr. Leroy Metze, director of Educational Technology and project coordinator.

The project, which will begin May 31, will do more than teach teachers how to use technology, Dr. Metze said. "We want to teach them to know what will accomplish their needs and to assess emerging technologies," he said.

The project, which includes \$450,000 in federal appropriations secured by U.S. Sen. Mitch McConnell, "is a partnership between teacher education, arts and sciences at Western, practitioners in the field and students," Dr. Evans said.

Project goals include ensuring that university faculty from teacher education, arts and science disciplines can model technology-rich instruction for

prospective teachers; increasing the number of new teachers who are able to use technology to enrich instruction and assess student learning; using a web-based or electronic portfolio to gather data for the evaluation of teacher performance; and setting up an electronic clearinghouse that will give educators access to technology-rich lesson plans and assessments.

Project teams will include Western faculty from the teacher education program and from the content areas in arts and sciences, public school teachers, graduates of Western's teacher education program and public school students, Dr. Metze said.

"Teaching technology changes teaching in general," he said, adding that with rapid changes in technology, teachers must learn about technology and what is available.

"You can't just teach the subject," Dr. Metze said. "You teach students to learn the subject."

Dr. Evans agreed. "Our focus is now on learning not teaching," he said. "This is one thing we hope will make a difference."



DATES TO REMEMBER

May

5-6

Bluegrass Reining Horse Association Reining Horse Show. 8 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

6

Spring Commencement Ceremony. 1:30 p.m. Li. Smith Stadium. (Diddle Arena Rain Site) Contact Registrar's Office, (270) 745-5432.

Nursing Dept. Pinning Ceremony. 10a.m.-12:30 p.m. Van Meter Auditorium. Contact Deborah Williams, (270) 745-3133.

7

Classes Begin for May Session.

9

Astronomy Public Viewing. 8:30 p.m. Thompson Complex Central Wing. Contact Department of Astronomy, (270) 745-4357.

11

College Heights Foundation Dinner. 7 p.m. Bowling Green Country Club. Contact Alex Downing, (270) 745-5266.

11-12

College Heights Foundation Golf Classic. 7:30 a.m. Bowling Green Country Club. Contact Alex Downing, (270) 745-5266.

12

West KY Flat Shod Horse Sale. 10 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

18-19

Soap Box Derby. 7 a.m. Big Red Way. Contact Special Events, (270) 745-2497.

19

4-H Team Penning. 9:30 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

20

Southern KY Team Penner's Association Team Penning. 11:30 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

20-21

American Cancer Society Relay for Life. Diddle Arena. Contact Stacy Carter, (270) 842-6455.

25

Duke Talent Search Recognition Ceremony. 2 p.m. Diddle Arena. Contact Gifted Studies, (270) 745-6323.

27

West KY Horse Sale. 11 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

28

Memorial Day. Offices Closed and Classes Dismissed.

June

2

Foundation Quarter Show. 8 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

8-9

KY Angus Preview Show. 9 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

11

Orientation/Advisement/Registration. Freshmen. Various Campus Locations. Contact Greg Purpus, (270) 745-4242.

13

Orientation/Advisement/Registration. Freshmen. Various Campus Locations. Contact Greg Purpus, (270) 745-4242.

15

Orientation/Advisement/Registration. Freshmen. Various Campus Locations. Contact Greg Purpus, (270) 745-4242.

17

West KY Horse Sale. 11 a.m. LD Brown Exposition Center. Contact Brown Center, (270) 843-3542.

18-22

Hilltopper Soccer Camp. WKU. Contact David C. Holmes, (270) 745-6068.

18-29

Summer Camp for Academically Talented Middle School Students and Advanced Placement Meeting. Garrett Conference Center. Contact Julia Roberts, (270) 745-6323.

19

Orientation/Advisement/Registration. Freshmen. Various Campus Locations. Contact Greg Purpus, (270) 745-4242.

21

Orientation/Advisement/Registration. Transfer Students. Various Campus Locations. Contact Greg Purpus, (270) 745-4242.

28

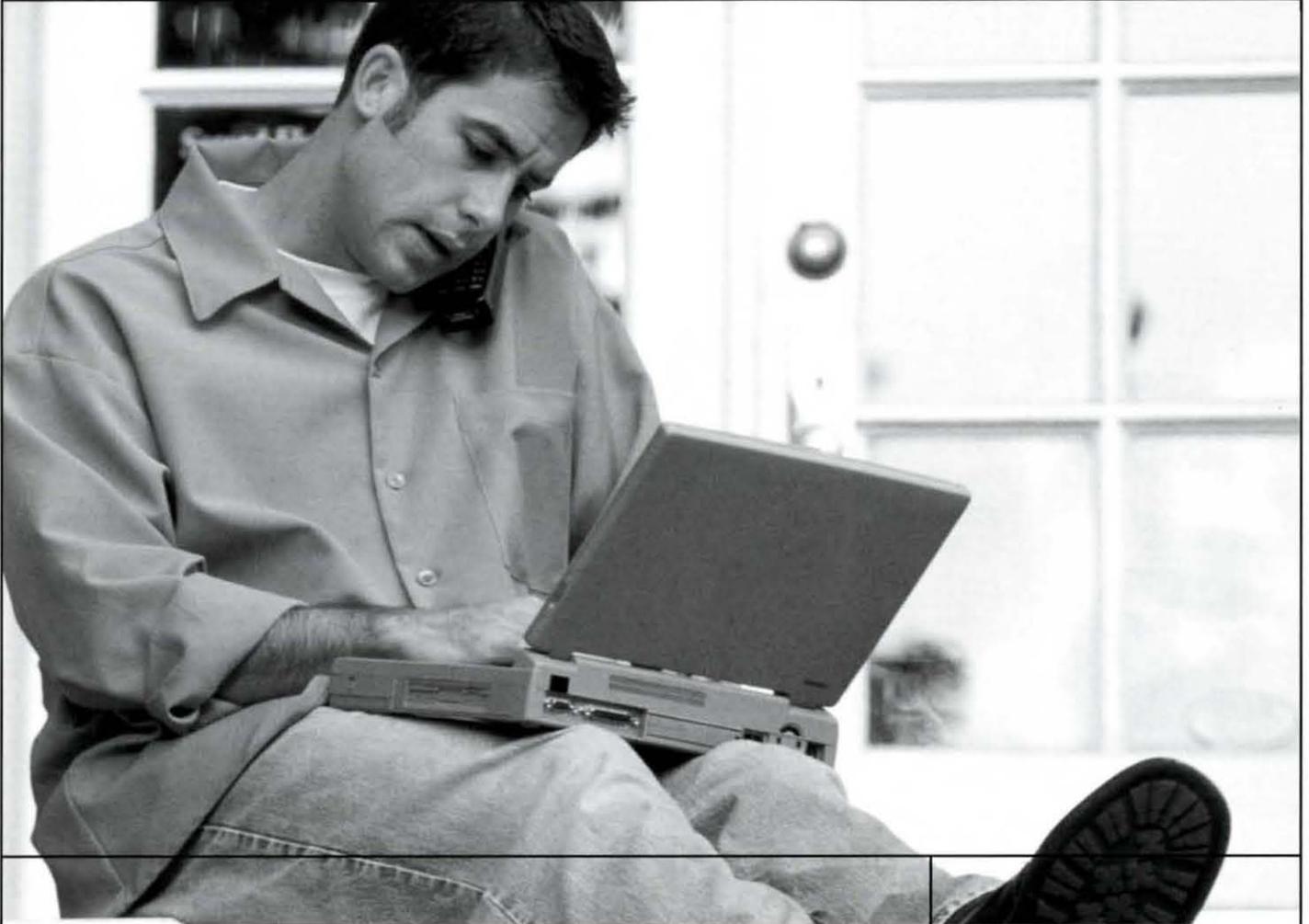
Summer Camp for Academically Talented Middle School Students Dinner. 6 p.m. Garrett Conference Center Ballroom. Contact Julia Roberts, (270) 745-6323.

29

WKU Board of Regents Committee Meetings. TBA. Wetherby Administration Building. Contact Elizabeth Esters, (270) 745-4346.

Contact telephone numbers are all Area Code 270 unless otherwise specified.

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