

## EMPORIA STATE UNIVERSITY

## CDC MOVES TO NEW HOME

Emporia State University's Child Development Center (CDC), under the auspices of the division of early childhood education, recently expanded its services and moved into the Sowerby Hill House (north of Visser Hall and the ESU tennis courts) which formerly housed the Continuing Education office.

Previously housed at Butcher Children's School, the CDC has provided day care services for the children of students, faculty and staff for a number of years. In the past, the center has only been able to accept three, four and five-year-olds, but with funds from a new grant and a newly renovated building, the CDC is now able to serve two-year-olds and for the first time offer a summer program. The CDC also hopes to expand services to include infants by the fall of 1993.

"Many people have studied the need for expanded services for a long time," said Eileen Hogan, assistant professor, division of early childhood and project director. "People like Dean Jack Skillett, Dr. Carol Marshall, Dr. Brenda Hudson, Dr. Sally Torrey, Dr. Myrna Cornett-Devito and Betty Rose among others, helped lay the groundwork for the new center."

Hogan received a \$55,666 grant from Social Rehabilitative Services of Kansas to expand the current child care services provided by the center. The funds went toward paying for added personnel, equipment and curricular materials.

"Eileen's (Hogan) grant gave foundation and impetus to go forward with the project," said Dr. Judith McConnell Falk, chair of the division of early childhood. "But it was only through Dean (Jack) Skillett's strong advocacy that we were able to secure the rest of the funding. We also had the commitment of President

(Robert) Glennen and Vice President (David) Payne to the project. Plus the assistance we received in designing and renovating the building for the new center from Ray Notson, Dennis Mohling and Mark Runge from university facilities was just fabulous. The Center is really the result of a strong, cooperative, university effort."

ESU supplied the funds (\$35,000) to renovate the building and add an additional 1,800 sq. ft. to create three classrooms. The building was also redesigned to meet the needs of persons with disabilities, and the interior decor was chosen to appeal to children.

"This is a very exciting time for us as a division. We realize how many people rely on our profession. Child care is very costly and quality day care is hard to find. This center is a visible recognition that the people of ESU really value child care," commented Falk.

Linda Carson, a teacher and director of the CDC, works with the four and five-year-old students. Nancy Robinson, a recent ESU graduate, teaches the two and three-year-olds enrolled in the program. Fourteen student employees also work at the center, which is open from 7:30 a.m. until 5:30 p.m.

"The children come and go all day long according to their parents' schedules," said Carson. "We strive to teach children how to live in a big group which is often new to a lot of them. We try to help them develop relationships and to work towards cooperation."

The Center, which is fully licensed by the state, also is used by ESU students enrolled in the divisions of early childhood education, elementary education and psychology/special education for observation and practicum experiences.

(center, clockwise) Dr. Eileen Hogan, Sky Tussel, Dr. Judith McConnell Falk, Danielle Edwards, Damisha Williams and Richard Hathaway unpack and inspect the new developmental toys that were recently purchased for the Child Development Center.



# TO BE AMONG THE BEST, WE MUST.....

To say the least, teacher education is at a threshold! Never before in the history of our nation have the calls for reform in both K-12 education and teacher education



been so frequent or poignant. While Emporia State University's teacher education programs are among the best in the nation, we cannot rest on our rich heritage. Our programs must evolve to reflect the educational changes that are now underway in the public schools. I am often reminded of the adage that newly adopted programs enter the state of obsolescence on the day of their implementation.

What do I see as necessary initiatives to ensure quality programming, so that students can meet the challenges that exist in our K-12 schools? Although a number of initiatives could be noted, five seem to be most salient.

First, we must enhance our efforts to attract and retain students who possess strong academic skills and come from diverse backgrounds. Teacher education admission and exit standards should be among the highest in the university; they are at Emporia State University, where we have established the highest standards in the state of Kansas. The notion that those students who cannot qualify academically for entrance into other professions should be admitted to the profession of teaching is erroneous. Teachers in our public schools not only must possess a moral purpose centered on the belief that they can make a difference in the lives of others, but also be committed to

continuous learning. Surely, we understand from the rapidly changing dynamics in corporate America that individuals in any profession not continuously involved in the upgrading of their professional knowledge base will no longer be needed.

Second, exit standards must be defined clearly and addressed rigorously. While all programs have had exit standards, they must be restated in an outcomes-based format, monitored rigorously, and assessed continuously. I am pleased to report that such initiatives are now underway at Emporia State University. Outcomes-driven models are being developed, assessment strategies that are now in place are being re-evaluated, and new program evaluation strategies are being adopted.

Third, linkages with the public schools must be enhanced. Too much isolation exists between teacher educators in the university setting and practitioners in the public schools. Simply stated, laboratory settings for teacher education programs cannot be "out there"; they must be integrated fully within the programs, and classroom teachers in the public schools must be made full partners in the preparation of those entering the profession. Again, I am pleased to report that Emporia State University has the only laboratory school in the state of Kansas. Moreover, in the fall of 1993 we will have two Professional Development Schools in the Olathe Unified School District, where 20 of our students will participate in a year-long preparation program housed in two elementary schools.

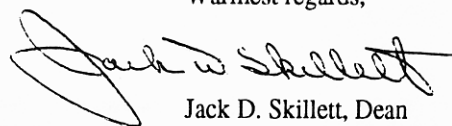
Fourth, most states, including Kansas, have failed to develop programs that link first and second-year teachers to continuous staff development activities. First-year teachers are often placed in a classroom with little or no support. Those staff development activities that do exist are often designed for the more experienced professionals. While first-year teachers may be "master beginning" teachers, they are not master teachers. Programs must be implemented that will link the beginning teacher with the university and master teachers in the field. Efforts are now underway at Emporia

State University to expand our beginning teacher induction program for area schools with increased emphasis on developing linkages between master teachers and first-year teachers in the field.

Finally, technological advancements must be fully integrated within the curricula of any leading teacher education program. Laboratories, whether they be computer or instructional media, must represent the current state-of-the-art. And more importantly, the integration of software into the curricula must emerge. Unlimited opportunities exist for those in the teaching profession to develop new instructional strategies based, in part, on new developments in technology. It seems clear that if we fail to integrate technology successfully within our instructional delivery systems as well as our workplace, our teacher education programs will remain mired in the past. Indeed, no teacher education program seeking to establish a premier, nationally-recognized program can do otherwise. By this fall, new equipment and redesigned computer and instructional media laboratories will be in place in The Teachers College. Substantial funds also are being expended to make upgraded hardware and software available to faculty. And, as I prepare this message, over 55 percent of our faculty will be involved in extensive staff development activities involving hypermedia workstations.

In closing, I am mindful of the heritage and tradition of The Teachers College. I couldn't be more pleased with President Glennen's commitment to the University's teacher education programs. Nor could I expect more from the faculty throughout the University and our colleagues in the public schools. Although times are turbulent, I am convinced that teacher education programs at Emporia State University will continue to be among the best in the nation, as it should be clear to all that we will not only respond to the call for reform, but we intend to be one of the leaders.

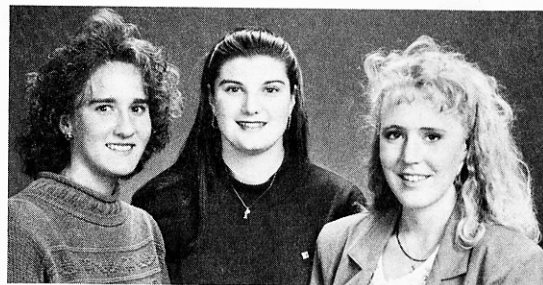
Warmest regards,

  
Jack D. Skillett, Dean

## HUBBARD SCHOLARSHIP RECIPIENTS

Kari Fitzpatrick, Jenna Nelson and Melissa Toso are the current recipients of the Hubbard Future Teacher Scholarships sponsored by the R.D. and Joan Dale Hubbard Foundation of Fort Worth, Tex. Scholarship recipients are graduates of the Summer Academy for Future Teachers which is also sponsored

by the Hubbard Foundation. Scholarship recipients receive \$1500 per year for four years of study in the field of education. Fitzpatrick is a 1992 graduate of Olathe South High School. Nelson is a 1991 graduate of Fort Scott High School, and Toso is a 1992 graduate of Emporia High School.



## DOW RECEIVES FIRST TEAM RECOGNITION

**M**irah Dow, honors student and psychology and special education major at Emporia State University, was one of 20 students named by USA-TODAY to its All-USA College Academic First Team. Dow received an all-expense paid trip to Washington, D.C. and was honored at an awards ceremony at USA TODAY headquarters in Arlington, Va. on Feb. 5.

"It was an absolute thrill of a lifetime," said Dow. "The recognition the other students and I received from USA TODAY for academic excellence was not only intended for us, but also for the universities. I hope the folks from Emporia State University consider this award to be theirs as much as it is mine."

The first team was selected from 1,342 scholars nominated by their colleges and universities. The students were honored for outstanding scholarship, intellectual achievement, and leadership. Candidates were judged on academic performance, honors, awards, rigor of academic pursuits, and the ability to express themselves in writing. Dow and each of the 20 students received a \$2500 cash award.



## DIVISION PREPARES PRACTITIONERS

**T**he division of counselor education and rehabilitation programs takes pride in its efforts to prepare counseling practitioners who are not only knowledgeable in their fields, but who have also developed a high level of competency in the skills necessary to perform their jobs. The division houses 10 full-time faculty members who are all highly educated, skilled and experienced in their fields of specialty.

There are one undergraduate and four graduate degree programs offered within the division. The undergraduate program, Rehabilitation Services Education, is the only program of its kind in Kansas. Graduates of the program are prepared to move into a variety of human service settings, where the major goal is to, "help others to help themselves." Masters degrees are offered in Community Counseling, Rehabilitation Counseling, School Counseling and Student Personnel Services in Higher Education. No other institution in Kansas offers a degree in all of these areas.

In addition to its academic programs, the division organized and continues to operate the School Counselor Center. The primary purpose of the center is to offer a variety of services to school counselors throughout Kansas.

Inservice opportunities for practitioners in the field are common place in the division of counselor education and rehabilitation programs. For example, planned for the summer of 1993 are workshops and short courses on

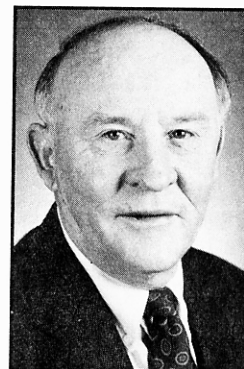
"Teenagers in Crisis," "Conflict Resolution," "Quality Performance Accreditation for School Counselors," "Transition Services," "Rational-Emotive Counseling," "Crisis Counseling" and "Grant Writing in Human Services." The division faculty strongly believes that it is not only their responsibility to prepare highly competent practitioners, but to provide post-graduate experiences that will help them stay abreast of current issues and maintain and improve their skills.

For information on divisional degrees, course offerings, workshops or other services, please feel free to contact the divisional office. We'll be glad to hear from you.

Sincerely,

*Lloyd A. Stone*

Lloyd A. Stone  
Chair



## KARR RECEIVES GRANT

**D**r. Sharon K. Karr, associate professor in the division of psychology and special education, has received a number of grants from the Department of Corrections since 1977. Her most recent grant was for \$15,000 to provide mental health services for parolees. Most of the funds from the grants provide salaries for graduate students.

According to Karr, one of the conditions for people on parole is that they must receive mental health counseling. Unfortunately, many mental health centers have a waiting list for services of up to a month or more. With Karr's grants,

parolees are able to receive mental health services. Graduate students at Emporia State University receive valuable, practical experience.

"This is really an excellent opportunity as far as graduate students are concerned, because it helps them gain an understanding of the correctional system as well as an understanding of the problems of individuals who have been incarcerated," said Karr. "It also says a lot about the progressiveness of the state of Kansas. The state is willing to give people the opportunity to help themselves."

Graduate assistants in correctional and clinical psychology have provided mental

health services for parole offices in Topeka, Wichita, El Dorado, and Emporia, Kan. The graduate assistants are directly supervised by Dr. Cooper Holmes, division of psychology and special education, who also is a licensed psychologist.

"This program gives me the opportunity to work with the population that I am interested in. It also gives me the opportunity to adapt to situations as they come up, because we don't have any specific guidelines," said Scott Wilson, graduate assistant in the division of psychology and special education. Wilson also feels that he has gained valuable experience in learning how bureaucracy works.



## BERRY RETIRES AFTER 19 YEARS OF SERVICE

**D**r. Daryl E. Berry, associate dean, received the Darrell E. Wood Service Award at The Teachers College spring faculty meeting Jan. 7, 1993.

Berry, who will retire June 17, was recognized for his 19 years of distinguished service to The Teachers College and Emporia State University.

"I first became acquainted with Dr. Berry as a student of his when I was a senior at Washburn University in 1961," said Jack Skillett, dean of The Teachers College. "I have held him in high esteem ever since. He has been an asset to The Teachers College and to the University. He will be sorely missed as an administrator, a colleague and a counselor. I consider him to be a true professional."

Berry joined the staff of The Teachers College in 1974 as an associate professor and as the director of community college



education. He became the associate chair of the division of administration, curriculum and instruction in 1980 and was named associate dean in 1986.

"Reflecting on my entire career, the greatest satisfaction for me has been in seeing how teacher education has improved through the years. When I began teaching, the training required was nothing in comparison to the training that is required today," commented Berry.

After graduating from high school at the age of 16, Berry went on to college and earned eight credit hours in a summer session which, at that time, was sufficient to earn a provisional teaching certificate. Bachelor's degrees, according to Berry, were not required until 1959 for elementary teachers. Berry also noted that when he started teaching, only a half day of observation in a rural summer school was required. Today, students must complete 75 clock hours of observation in one semester, plus a full semester of student teaching.

Berry began his career as an elementary teacher in a one-room school house in Smith County Kan., in 1945. He later taught in the St. Francis and Downs, Kan., school systems. Because his certificates were one-year provisional certificates, he continued taking college credit hours at night and during the summers in order to earn his bachelor's degree. Berry went on to earn a master's degree from Fort Hays State University in 1957, and his Ed.D. from the University of Kansas in 1962.

Berry's professional experiences also include serving as an instructor in adult basic education at the Army Education Center in Tokyo, Japan; working as an elementary teacher and principal in both Pratt and Topeka, Kan.; and teaching on the faculties of the University of Kansas, Lawrence, Kan., and Washburn University, Topeka, Kan. He also served as director of graduate and undergraduate education programs at Millikin University, Decatur, Ill., and served as an assistant executive director of the Kansas-National Education Association, Topeka, Kan.

Berry feels that one way education has changed the most for administrators is that "it has become more legalistic as far as the need to adhere to educational law, master agreements resulting from professional negotiations, affirmative action guidelines, due process procedures, and so forth."

In the future, Berry feels that students in teacher education will need to become experts in instructional technology, and they will need to be held even more accountable for what takes place in the classroom.

"Even though education in both public schools and the university today are being criticized, I see that as a healthy sign, while it is in the national spotlight, it is getting attention. That is what brings about change. I think it's when education isn't getting any attention that it is a negative sign," concluded Berry.

## K-TAWL CONFERENCE HELD

**K**ansas Teachers Applying Whole Language (K-TAWL) held their third annual conference Jan. 23, 1993 at Emporia State University. According to Dr. Tara Azwell, assistant professor in the division of teacher education and a member of the conference planning committee, 268 educators from across the state registered for the conference.

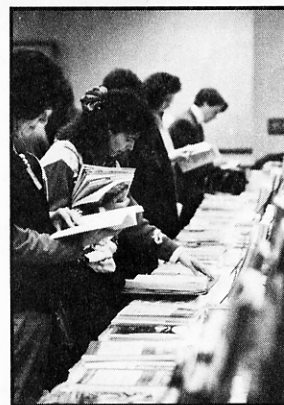
"Whole language is not a method of teaching or a set of principles, but a philosophy or belief system of how children best learn language in all its forms," said Azwell. "TAWL really started as a grass roots movement. Teachers working with whole language formed support groups and K-TAWL grew out of those groups." There are now nine official TAWL groups in Kansas that are

joined under the Whole Language Umbrella. Azwell also serves as vice president for K-TAWL.

At the conference, teachers working with whole language had the opportunity to network, share ideas and discuss current issues. Most of the sessions were presented by classroom teachers.

"Many of the teachers are first-time presenters or sharers. They share their own ideas and activities. We are really more of a support group for each other. We actively recruit new presenters each year," said Azwell.

Dr. Yetta Goodman, professor of education at the University of Arizona, and a recognized expert in language, delivered the keynote address.



Teachers browse through the many books and Whole Language materials available at the K-Tawl conference held in January.

## FACULTY RECOGNITION AWARDS ANNOUNCED

**D**r. Leo W. Pauls, executive director of the Jones Institute for Educational Excellence, announced the recipients of the 1992-93 Faculty Recognition Awards at the Jan. 11, 1993 Teachers College faculty meeting.

Dr. Jean A. Morrow, an assistant professor in the division of teacher education, received the Faculty Recognition Award for Instruction. Morrow was recognized for her innovative, relevant and challenging classes in the area of mathematics instruction.

Dr. Nancy M. Knapp, an assistant professor in the division of psychology and special education, received the Faculty Recognition Award for Service. During her tenure at Emporia State University, Knapp has served on the Faculty Senate, the Dean's Faculty Advisory Committee, and is one of four directors of the Executive Board which governs The American Art Therapy Association. She also serves as the advisor for the Student Art Therapy Organization, S.A.T.O.

Dr. Sharon K. Karr, associate professor in the division of psychology and special education, received the Faculty Recognition Award for Scholarly Activity. Karr was recognized for her numerous book reviews, presentations, publications and grants. She has received over \$77,000 in state grants to provide mental health services for inmates and parolees in Kansas.

Each recipient received a plaque and a monetary award for staff development.

## WATERS RETURNS FROM NEW ZEALAND SABBATICAL

**A**s the result of attending a panel discussion on overseas teaching experiences at a conference in New Orleans several years ago, Dr. Scott D. Waters, associate professor, division of teachers education, and his family recently returned from a six-month sabbatical in New Zealand.

Through a series of helpful contacts, Waters was able to arrange a two-month teaching exchange with Dr. Clare Church, senior lecturer and head of social studies at the Dunedin College of Education in Dunedin, New Zealand. In order to participate in the exchange, both Church and Waters received approval from their supervisors and their institutions, and costs were paid by their respective institutions.

As an exchange visiting professor, Church spent June and July of 1992 at the Teachers College teaching a summer section of introduction to teaching and a graduate elementary education social studies course. Waters taught Church's social studies courses and visited student teachers.

During his experience, Waters found that in New Zealand, few courses have textbooks. Classes were more activity oriented with less of a lecture format than one would find in the United States. Student teachers also moved into education and methodology courses earlier and received teaching experience during their first year of school. He also found that in the classes he taught, "there was much less of an emphasis on testing and more emphasis on product creation."

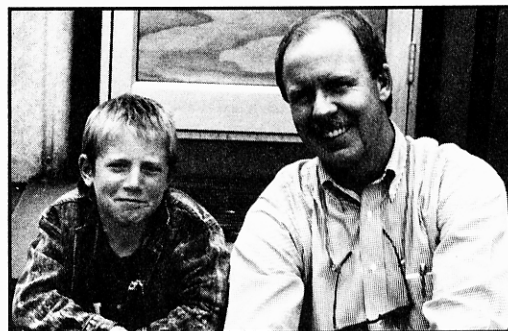
Before leaving Duniden, Waters was invited to spend the fall semester teaching classes in social studies curriculum and supervising student teachers for Waikato University's College of Education, Hamilton, New Zealand. Waters and his family had planned to spend the remainder of his sabbatical in Hamilton anyway, so the invitation to teach was an added bonus.

During his sabbatical, Waters was interested in observing how the teachers in New Zealand used literature in the curriculum. According to Waters, New Zealand is considered to be a "pacesetter" in that area.

"I was impressed with the literacy of the students and the use of literature in the curriculum. They have integrated literature across the curriculum. I think those teachers would have a great deal of difficulty compartmentalizing the way we do with math time and science time; they use a lot of overlapping and blending in their curriculum."

Waters also found the curriculum to be demanding. "Our boys, Drew (9) and Austin (7), were challenged by the curriculum. They were really stretched, particularly by the writing. In New Zealand children enter kindergarten as soon as they turn five-years-old, and they start writing immediately. Austin was essentially doing his first writing and he was intimidated by that, but by the time we left, writing was his favorite subject."

During his four months in Hamilton, Waters visited almost a dozen schools



Will the real Scott Waters please stand up? Dr. Scott Waters (right) of Emporia State University met Scott Waters of Hamilton, New Zealand when he visited the younger Waters' elementary school during his sabbatical.

(largely elementary) in order to observe and video tape social studies classes and interview teachers and students. Waters found the approach favored in New Zealand to be very "child-centered and more inductive, based on inquiry. " The teacher is more of a facilitator, and the child is allowed to make decisions about his or her learning.

According to Waters, one of the main differences between the United States and New Zealand is that New Zealand has a national curriculum as well as a national pay scale. "Teachers were earning the same pay and teaching the same content whether they were working in the north of New Zealand or in the south."

# Summer Conferences Scheduled

## Vernon To Speak At Conference

Dr. Ann Vernon, a nationally recognized expert and author in the area of Rational-Emotive Therapy, will be the guest presenter at a summer workshop for elementary school counselors sponsored by the division of counselor education and rehabilitation.

Under the direction of Dr. Deanna Hawes, assistant professor division of counselor education and rehabilitation, the workshop will be held on Friday, June 18 and Friday, June 25 at ESU. According to Hawes, there is a growing need for more workshops devoted to individual counseling versus the guidance related workshops that have been popular in the past.

## HPER Holds Wellness Conference

"Touch the World Through Wellness" will be the theme of the 12th Annual Heartland Health Conference to be held June 6-11 at ESU.

Dr. Joella Mehrhof, chair for the division of health, physical education and recreation (HPER) and Joan Easton, an instructor in HPER, are serving as the co-directors.

The conference will feature speakers from across the country including: Murray Banks, a well-known physical fitness enthusiast from Vermont; Margarita Suarez, a motivational speaker from Washington; and Larry Rowland, an expert on drugs and gangs from the Kansas City area. Rowland's session will be open to the general public.

## Stalling Directs Summer Workshop

School Counselor Center (SCC) in the Teachers College is sponsoring a workshop on Quality Performance Accreditation (QPA) for K-12 school counselors this summer. The two-day workshop, under the direction of Dr. Jan Stalling, director of the SCC, will take place on two Fridays, June 11 and July 9 at ESU.

Dr. Wendy Bonaiuto, director of the South Dakota Curriculum Center, Pierre, S. Dak., will deliver the general presentation "Outcomes Based Education" on the first day of the workshop. Stalling will examine the role of the school counselor and how Outcomes Based Education (OBE) applies to counselors.

## HPER Sponsors "Take Aim" Conference

The division of health, physical education and recreation (HPER) at ESU together with the Department of Physical Education at Wichita State University and the Kansas Association of Health, Physical Education, Recreation and Dance will co-sponsor a conference called TAKE AIM! Teaching All Kids Educational Activities In Motion, June 24th and 25th on the ESU campus.

# ALUMNI NEWS

Thomas Bechtold (B.S. '75) is an N/C systems analyst in Wichita, KS.

Tamara Biggerstaff (M.S. '90) is a cooperative education coordinator at Emporia State University, Emporia, KS.

Anita Burkhalter (B.S. '91, M.S. '92) is the human resources director at the Manor Care Nursing and Rehabilitation Center in Topeka, KS.

Leon Cowan (B.S.E. '74, M.S. '82) coaches boys and girls basketball and track, and serves as the head football coach at Eisenhower Middle School in Topeka, KS.

Nancy Degurse (B.S.E. '68) serves as the superintendent of schools for the Primero School District in Weston, CO.

Christine Demos (B.S.E. '91) is the Special Education Director for a small school district in Texas. She resides in Waco, TX and is a graduate student at Baylor University.

Dr. Marlow Ediger (B.S.E. '58, M.S.E. '60) currently serves on committees for 10 universities in India which pass/appraise Ph.D. theses. Ediger also serves on the editorial board of six educational journals in the U.S. and abroad. Ediger resides in Kirksville, MO.

Gerald Fischer (B.S. '61, M.S. '83) has taught wood shop courses at Santa Fe Trail high school since 1965. He also serves as the head track and cross country coach. Fischer resides in Scranton, KS.

Claudia (Fisher) Mann (B.S.E. '77) has been an elementary teacher since 1977 in Spring, TX.

Edla Freeland (B.S.E. '65) retired after 31 years of teaching at the elementary level. She resides in Burns, KS.

Michael A. Gleason (B.S.E. '80) is currently serving as an administrative assistant in the Residential Life Department at Ohio University while he is pursuing his Ph.D. in College Student Personnel.

Roxanne Gregg (B.S. SPE. '91) is an EMH Level 4 teacher at Iola High School, Iola, KS.

Dana Hinderliter (B.S.E. '89) has been a kindergarten teacher in El Dorado, KS for the past six years. She is now teaching second grade, also in El Dorado, and is working on a master's degree at ESU.

Phil Kastor (B.S. '59) has recently retired after 33 years as an American History teacher. He taught one year in El Dorado, KS and 32 years in the Jefferson County Public Schools in Colorado. He is still coaching boys and girls golf for Arvado High School. He and his wife, Nancy, (B.S.E. '60) reside in Lakewood, CO.

Denette Kearney-Kelly (B.S. Ed. '88) earned a master's degree in education from Webster University in 1992. She is currently a third grade teacher at Chouteau Elementary in North Kansas City, MI.

Pearl Lorenz (B.S. '57, M.S. '62) has been retired since 1976 and lives in Hillsboro, KS.

Aileen O'dell (M.S. '40) retired after teaching 22 years in the Los Angeles public schools. In 1987 she moved to Wichita, KS where she now resides.

Dennis Neff (B.S.E. '73, M.S. '77) was promoted to the position of Senior Principal Research Geophysicist for Phillips Petroleum Co., Bartlesville, OK. He joined Phillips in 1977 and has worked in Bartlesville and Houston, TX.

Rebecca Perkins (B.S. '77) was elected to a three-year term on the Warren, NJ school board in April of 1992. At this time she is completing a master's degree in English literature at Drew University, Madison, NJ.

John Petrella (B.S.E. '73) is a fifth-grade teacher at Shoemaker School in Macungie, PA. He served with the National Guard in Desert Storm in 1991 and was stationed in Saudi Arabia. Petrella resides in Bethlehem, PA.

Marilyn Poor (M.S. '91) received the Presidential Award for Excellence in Science and Mathematics Teaching at the state level in 1992. She is also the elementary representative for the 3rd District to the KATS Board of Directors. She resides in Wellesville, KS.

Rudolph Pouch (M.S. Ed. '74) retired from the superintendency at USD 284 Chase County, KS in June of 1991. He was recently elected Osage County Commissioner (KS) and took office on Jan. 11, 1993.

Heidi Mead (B.S.E. '86) is an early childhood special education teacher at Tanglewood Elementary in Derby, KS.

Eva Reese (M.S. '73) is a retired teacher in Newton, KS.

Janet Rhoads (B.S.E. '78, M.S. '84) was recently named Training Manager at Brite Voice Systems in Wichita, KS.

James Rule (B.S.E. '66) has been a pilot with American Airlines since 1987. He lives in Elk City, OK.

Renard Saiki (B.S.E. '70) has been an elementary teacher for the past 22 years. He also has coached Youth Baseball Leagues for 22 years. For the past eight years, he has served as Advancement Chairman for the Boy Scouts of America.

Charles L. Stuart (B.S.E. '47, M.S. '53) and Marion (Choate) Stuart (B.S.E. '47 and M.S. '66) recently established the Charles L. and Marion S. Stuart Scholarship Fund through the purchase of a \$100,000 life insurance policy which identifies the ESU Foundation as the owner and beneficiary. First preference for the scholarships will be ESU students majoring in any of the academic majors offered by The Teachers College that lead to teacher certification.

Robert Thacker (B.S.E. '68, M.S. '71) is the regional manager for Chemical Educational Financing Group. He resides in Fort Collins, Co.



# FACULTY ACTIVITIES

Robert Ault (PSY/SPEC) conducted an inservice training program on art therapy assessment techniques for the psychology staff of the Colmery-O'Neil Veterans Affairs Medical Center in Topeka, KS.

Tara Azwell (TCHRED) served as editor of a special edition of KASCD Record on Whole Language and wrote the lead article: "Drawing a Picture of Whole Language." She also is the president of the Kansas Reading Association and is a reviewer of folios for NCATE for the International Reading Association.

David Bateman's (PSY/SPC) chapter "Family Empowerment" was published in the text "The ADA Mandate for Social Change" by Paul Wehman.

Wayne Bergman (TCHRED) participated in the national Phi Delta Kappa study of Students at Risk project. The local chapter of Phi Delta Kappa received a complimentary copy of the final report, "Growing Up Is Risky Business, And Schools Are Not To Blame," in recognition of his efforts. The volume was donated to the ESU Resource Center.

Howard Carvajal (PSY/SPEC) and Stephen Davis (PSY/SPEC) along with their students, Robert Logan and Gregory Page, published an article titled "A concurrent validity study of the Wechsler Preschool and Primary Scale of Intelligence-Revised and Columbia Mental Maturity Scale" in the "Bulletin of the Psychometric Society."

Stephen Davis (PSY/SPEC) and Holly Miller (GTA, PSY/SPEC) published the article "Recall of boxed material in textbooks" in the "Bulletin of the Psychometric Society." Davis also published "Effects of caffeine on rats' barpress and maze performance" in the same bulletin.

Robert Glennen (PRES.), Jack Skillett (DEAN) and Tes Mehring (ASSIST. DEAN) published "Teach America: A national study of AASCU presidents/chancellors." Emporia State University Press, Emporia, KS.

Harvey Foyle (TCHRED) and Larry Lyman (EDADM) had their videotape production "The Interactive Classroom" published by the National Education Association as a part of the NEA cooperative learning package.

Mark B. Goor (PSY/SPEC) has had a resource manual and a participant workbook, both titled "Strengthening the Partnership: Paraeducators and Teachers Working Together" published. It is currently being used by a number of State Departments of Education across the country for training purposes. Goor also presented "The Power of Story Telling" at the International Conference on Learning Disabilities Association of America in San Francisco, Cal., on Feb. 26.

Mark B. Goor, Stephen Davis, Sandra S. Weeks, and Gina L. Lomax (PSY/SPEC) published "Topics and Comments: A Student-Feedback Technique for Evaluating the Influence of an Instructional Approach" in "Psychological Reports" 1993.

Eileen L. Hogan (ERLYCH) is a state representative to the Midwest Council for Education of Young Children. She also is a member of the Kansas State Board for Education of Young Children.

Gary E. Holmes, L. Hull and Janice E. Stalling's (COUNRE) article "A Rehabilitation Ethic for Guardianship Practice" was accepted in February for publication in the "Protective Services Quarterly."

Marvin D. Kuehn (COUNRE) currently serves as vice-president for the Council on Rehabilitation Education which is the official accrediting body for master's degree programs in rehabilitation counseling. He also serves on the Legislative Commission of the National Council on Rehabilitation Education.

Glen F. Lojka (HPER) attended the Kansas Association of Health, Physical Education, Recreation and Dance State Convention in Hutchinson and was elected vice president of the recreation section for the 1993 academic year.

Carol F. Marshall (ERLYCH) is the vice president/president-elect for Kansas Child Care Training Opportunities. She also serves as a consultant to the USD 501 Head Start program, Topeka, KS.

Tes Mehring's (ASSIST. DEAN) book prospectus: "Teaching Students with Diverse Learning Needs in the Regular Classroom" was accepted. She also served as a presenter on "Authentic Assessment" for USD 233 Olathe's District Inservice Day.

Maxine Mehus (HPER/ATHLE) was a speaker at the KSHSAA Coaching School in Topeka, KS in August of 1992.

George Milton (ATHLE) and the varsity tennis teams toured London, England and Wurtzburg, Germany for 10 days during Spring Break. While in England, the teams visited Wimbledon and played matches at Wimbledon Park. The teams also were scheduled to play matches in Germany.

Jean Morrow (TCHRED) and Connie Schrock (MA/CS) had their article "Write or Wrong: Teaching the Order of Operations" published in the January 1993 issue of "School Science and Mathematics." Morrow also presented at the NCTM Regional Conference in Winnipeg, CA. and the NCTM Annual Conference in Seattle, WA.

Leo W. Pauls (JIEE) has been recommended by the Editorial Advisory Board of Educational Studies at Memphis State University to review the book "International Handbook of Reading Education" by John Hladczuk and William Eller.

William Samuelson (TCHRE) was the keynote speaker for the Regional ATE conference held in Wichita, KS in April. He is also developing a teachers' guide to be used by public school teachers when they bring their children to the one-room school on the ESU campus for field trips.

Mark E. Stanbrough (HPER) presented "Training - Bridging the Gap Between Science and Art" at the Central District Association for Health, Physical Education, Recreation and Dance Conference, April 29-May 2, in Omaha, NE. His paper "Anxiety and Athletic Performance: A Test of Zone of Optimal Function Theory" was accepted for publication by "International Journal of Sports Psychology."

William J. Stinson (HPER) is currently serving a three-year term on the National Board for the Council of Physical Education for Children (COPEC). This year he served as program director. His chapter "Early Childhood Trends in Movement Development" was included in "The Early Childhood Curriculum: A Review of Current Research" published by the Teachers College Press, Columbia University.

Lloyd A. Stone (CHAIR/COUNRE) just completed a draft of his book "Foundations of Elementary/Middle School Counseling." The textbook is due to be published in 1994 by Longman Publishing Co. In February, he also served as a member of the CACREP team for the evaluation of the counselor education programs at Western Washington State.

Loren Tompkins (EDAD) and Tes Mehring (ASSIST. DEAN) published the article "Client Privacy and the Elementary Counselor" in the journal "The School Counselor" 1993.

Anita Walters (HPER) co-presented "10 Good Reasons Why Every Elementary Physical Educator Should Be Teaching Rhythms" at the Central District Association for Health, Physical Education, Recreation and Dance Conference, April 29-May 2 in Omaha, NE.

Richard L. Watson (TCHRED) served as the legislative chair for the Kansas Reading Professionals in Higher Education (KRPHE). He also served as the legislative co-chair for the Kansas Reading Association (KRA). Watson is also president of the Emporia Christian School, Inc.

Kenneth A. Weaver (PSY/SPC) and A.N. McNeill published "Null Effect of Mood as a Semantic Prime" in the Journal of General Psychology, 119 (3). Weaver also serves as the 1993 Placement Chair for the Southwestern Psychological Association Convention.

Eugene W. Werner (EDADM) is working on "A Survey of Preparation Programs for Kansas First-Year Middle and High School Administrators." He has also served as a consultant for USD 419 Canton-Galva and USD 444 Little River.

Bill Yates (TCHRED) and Harvey Foyle (TCHRED) had their article "Using Computers in the Social Studies Classroom: Consultation and Cooperative Learning" published in the new computer journal "Computers in Social Studies" (Fall, 1992, Vol. 1, No. 1).

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