

EMPORIA STATE UNIVERSITY

ART THERAPY CELEBRATES 20 YEARS

The 1993-1994 academic year marks the 20th anniversary for one of The Teachers College's fastest growing and most unique programs, art therapy.

Art therapy is a human-service profession that combines elements of art, art education, and psychology to provide services in a wide range of clinical and educational studies. According to Dr. Nancy Knapp, assistant professor in the division of psychology and special education, art therapy as a profession really came into its own during and after World War II when a number of therapists combined art and psychology in their work with veterans suffering from what is now called post-traumatic stress syndrome.

Dr. Margaret Naumburg, a psycho-dynamically oriented therapist who worked with children in special school settings, and Dr. Edith Kramer, a psycho-educational therapist who worked with immigrant children displaced after war, are credited with being among the early pioneers in the field.

ESU assistant professor Robert A. Ault, also is recognized as a pioneer in the field of art therapy. Originally trained as an artist, Ault was recruited by Dr. Carl Menninger of the Menninger hospital and clinic in Topeka, Kan., in the early 1960s.

"Menninger felt that it would be helpful for his patients to be exposed to and communicate with writers, dancers, musicians and artists. He then trained us in psychology, and we were considered to be special teachers," said Ault.

For the next 33 years, Ault worked at Menningers as an art therapist. He retired from Menningers in 1993 and now divides his time between a private practice in Topeka and as a faculty member at ESU.

Ault also is one of the founding members of the American Art Therapy Association and has notes from the organizational meetings. In 1973, after working for three years as a faculty member at the University of Kansas, Ault helped start an art therapy program at ESU.

"At KU I was not allowed to teach any classes on campus, because there was a fear that the psychology and art faculty would be upset. It was frustrating, they wouldn't allow the program to go anywhere. I quit," said Ault.

"A week later, I gave a talk at Menningers and some students from ESU were there. Right after that, faculty members from ESU contacted me, and a few months later we had a program. They made me feel absolutely welcomed and supported. It was night and day."

In 1973, ESU initiated one of the country's first master of science degrees in art therapy. Located in the division of psychology and special education, the master's degree

program includes art therapy course work and course work in psychopathology, personality assessment, and research. Students also are required to complete a full-semester internship.

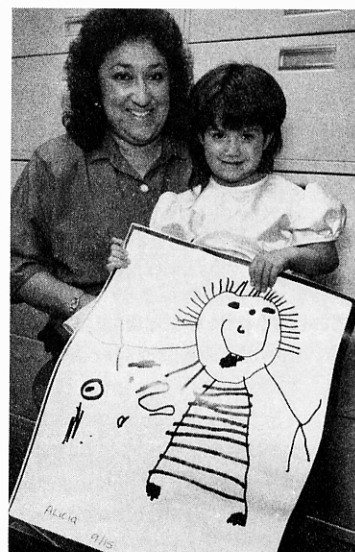
A wide variety of internships are available through a national network of clinical settings, ESU students have completed internships with the Apache Nation, White Pines Reservation, Ariz.; New York City's Sexual Crimes program; Menningers, Topeka, Kan.; and Emmanuel Hospital, Omaha, Neb., which specializes in multiple personalities.

Fully accredited since November of 1991, ESU's master degree program has developed a national and international reputation. Students from Germany, Portugal, Hong Kong, China, Taiwan, Mexico, Guatemala, Indonesia and the Philippines have enrolled in the program. At this time, 25 students are working on master's degrees in art therapy, and a third faculty member in art therapy will be added for the 1994-95 academic year.

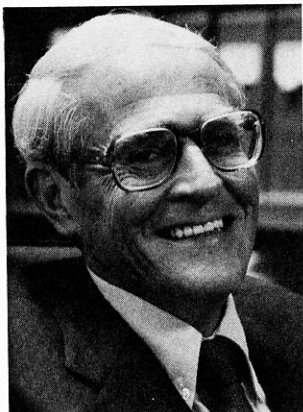
According to Knapp, the ESU Student Art Therapy Organization also plays an important role on campus. The organization sponsors fund-raisers for students to attend national conferences, assists with ESU sponsored conferences and workshops, co-sponsors the annual Women's Week Art Show, and acts as a support group for the students. "Since many of our students are not from Kansas, and we have many international students, the organization allows students to support each other academically and socially," said Knapp.

To celebrate the program's 20th anniversary, an alumni directory was compiled and published in the fall of 1993. ESU art therapy alumni may be found working in more than 26 states.

This poster, "See What I Feel," by four-year-old Alicia Crowell, pictured with Head Start Director Mary Rodriguez, was selected by the Student Art Therapy Association at Emporia State University to represent the Kansas Art Therapy Association's annual Symposium and Mid American Art Therapy Conference held at ESU last fall. The color poster is being used as a fund-raiser for the association and is available through the division of psychology and special education. (photo: Michael McBane, Emporia Gazette)



TEACHERS COLLEGE NEEDS YOUR SUPPORT



On February 19, Emporia State University launched Campaign 2000, a 25 million dollar endowment drive that will position the university to meet the challenges of the new century. The success of this endowment effort is critical if we are to attract outstanding students and achieve the excellence in academic programs that are so important to the future of the university.

Campaign 2000 should cause all of the graduates of The Teachers College to pause . . . to reflect on what this university means to each. For some it will be fond memories of certain professors; others may remember the university as the place where lifetime friendships were initially formed; and for most, it will be remembered as the place where hopes and dreams were realized. Whatever the reasons, and I am sure they were numerous, the time each of you spent at Emporia State University was special . . . a period that fueled your many aspirations.

For myself, a 1964 MS graduate of the Educational Administration program of The Teachers College, the university provided me with an opportunity to form friendships with classmates who would later serve as fellow administrators in the state of Kansas. It was a special time, for I was challenged by such great professors as Marvin Schadt, Vince Bowman, Harry Waters, and Darrell Wood to name only a few. Indeed, they not only taught, but cared. It is the latter that distinguishes Emporia State University from other

universities. Also, it is this concern for students which has been and will continue to be the cornerstone of our university's future.

Our university and The Teachers College need your support if we are to continue to meet the needs of students and faculty. Although our needs are great, four seem most crucial at this time. They include:

Student Scholarships. Additional scholarships for both undergraduate and graduate students are needed if we are to continue to attract outstanding individuals to our programs of study. Currently we have a significant number of students with strong academic records who have little scholarship support. Many are forced to drop out of school to seek full-time employment, leaving minimal time to devote to academic endeavors. The individuals seeking degrees today are the future of our state and nation. It is my hope that each of you will consider the establishment of a scholarship fund which might provide the support needed to complete a degree program for a deserving student.

Equipment. It is difficult for me to speak to our needs in this area as they are so overwhelming. However, additional microcomputers and equipment for our laboratories in exercise physiology, psychology and teacher education are desperately needed. If we are to meet the needs of our students, equipment and laboratories must be updated.

Support for Faculty Development. Financial support for faculty who need to continue to keep abreast of the new developments in their fields is currently inadequate. Two decades ago, the information database was changing slowly enough that a faculty member could upgrade skills by attending a professional conference every two or three years. Today, the information explosion necessitates the upgrading of skills and professional knowledge two or three times each year. If we are to meet the challenges of the 21st century, faculty will need additional financial assistance to attend workshops and institutes and to purchase materials.

Support for Centers, Institutes, and the Professional Development School. Over the last ten years, a substantial commitment has been made to assist practicing professionals and to help

schools restructure educational programs. Additional support is needed for these initiatives if we are to meet the needs of professionals throughout the state.

Finally, I must admit that I find it difficult to appeal for financial support. Yet, when I walk through the halls of The Teachers College and think of the students who work in our office, the Word Processing Center, our laboratories, and if you will, every nook and cranny of our college, I find it easier to ask for your help. They deserve our support.

Won't you make a commitment today? It is now our turn, as alumni of The Teachers College, to help others realize their dreams. Thank you for your continual support!

Warmest regards,

Jack D. Skillett, Dean



Dr. Barbara A. Sizemore, dean of the School of Education at DePaul University since 1992, presented "The Eternal Search for Equity and Excellence" to more than 150 people on March 18 in the Visser Hall Atrium as a Jones Distinguished Lecturer. Sizemore began her career in education in 1947 as a public school teacher in Chicago. In 1962, she became a public school administrator, and between 1962 and 1972 worked as both an elementary and high school principal in Chicago. From 1973-75, she was the superintendent of schools in Washington D.C. Sizemore received the African Heritage Studies Association Edward Blyden Award for 1992.

ED. ADM. DIVISION CHANGES PROGRAMS

Recognizing that leadership must respond to changing demographics, the division of educational administration is revising its current programs, along with implementing new state guidelines for admission.

Facilitated by Dr. Theodore Kolwalski, former dean at Ball State University, the division of educational administration recently participated in a revision process to determine current skill areas demonstrated by successful school leaders. Four domains were identified including: personal and interpersonal skills, functions of a school leader, programmatic areas of schools, and the environment and organization of schools. These domains have been interwoven throughout new and revised courses in each of the division's programs.

New Admission Standards

Recently the Kansas Board of Regents institutions made changes in admissions guidelines for school administrator programs in an effort to strengthen the pool of candidates for school leadership positions. The major changes call for an increase in the grade point average (GPA) requirement and the establishment of minimum scores for the Miller Analogies Test and the Graduate Record Exam. Students entering the master's degree and building administrator certification program must present a 3.0 GPA on their last 60 hours of coursework with a minimum of 42 on the Miller Analogies Test or a minimum score of 480 on each of two of the three subsections of the Graduate Record Exam. For students seeking district level certification, a GPA of 3.25 on the first 30 hours of graduate work and a score of 46 or better on the Miller Analogies Test or 500 or better on each of two of the three sub-sections of the Graduate Record Exam is required for entry.

Highlights of the New Program

The new proposals present a blend of basic administrator skills and emerging techniques of effective school leaders. The revised programs feature several new courses, including: a Technological Applications in School Leadership course, which emphasizes the use of data driven decision making; a new School

Leadership course which highlights organizational theory already in practice in school settings; and a practicum experience that features the combined elements of Simulated School Leadership activities within the practicum.

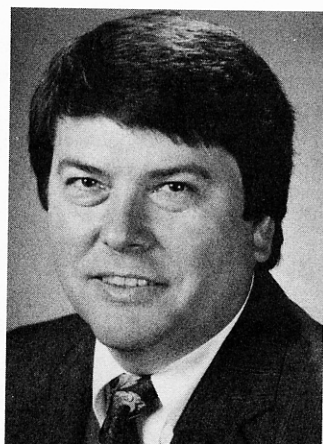
Additionally, a Group Process and Human Relations course that emphasizes interpersonal and personal skill development is being added along with a new Systems Management course that addresses systems within schools and management functions necessary for a contemporary school leader.

The new admission standards, combined with revised and new coursework, will continue to be the foundation for development of exemplary school leaders, a tradition well established at Emporia State University. We are proud to carry on the rich tradition of training excellence and welcome suggestions, questions and recommendations that will strengthen our programs. We look forward to seeing you on campus. For further information regarding our school leadership programs, please contact the division office.

Sincerely,



Howard Smith



BANK IV KANSAS SPONSORS A BETTER SCHOOLS PROJECT WITH ESU'S JONES INSTITUTE

For the first time in Kansas, innovative school improvement programs will have the chance to be recognized, celebrated, and shared with other school leaders throughout the state. The Jones Institute for Educational Excellence has received funding from Bank IV Kansas to sponsor a biannual symposium that will feature high quality schools where successful educational improvement has been established.

Areas of improvement to be recognized may be comprehensive across grades (schoolwide development of a new curriculum) or specialized to a specific program area (new reading program). Regardless, each program must represent an authentic improvement that has been thoroughly developed over a period of several years. These outstanding school improvement endeavors will be featured at the symposium in the fall of 1994.

Better Schools Project officials hope to bring together leaders of successful school improvement endeavors, school leaders eager to make improvements, and faculty and other critics who can offer thoughtful reflection on various improvement efforts.

Nomination materials were sent to schools across the state in February of 1994. A selection committee composed of two Bank IV officials, two classroom teachers, two school administrators, and two college faculty members will choose 10 programs from the applications, based on the following criteria: sustained commitment, broad ownership in planning, implementation, and assessment; impact on student learning; a clear sense of results; broad applicability for other K-12 settings in Kansas and the nation; and firm grounding in current developments in educational theory and research.

After visiting each of the 10 schools in the spring of 1994, six schools will be selected by the committee to tell their stories at the symposium in October 1994 at ESU. Each school will bring a team to tell its story in a three-hour presentation to include teachers, parents, and community representatives, as well as videotapes, slide shows, and posters. Each school also will be asked to provide a case study that will be published and distributed by the Jones Institute.

The six schools selected each will receive a plaque and \$1,000 to help defray the cost of their presentations for the symposium.

SCIENCE METHODS CLASSROOM RENOVATED

Elementary Phase I students in Dr. Scott Irwin's science and math methods classes started the semester in newly renovated facilities located in Emporia State University's laboratory school, Butcher Children's School.

Irwin, a professor in the division of teacher education, has taught the Phase I science methods courses in a classroom in Butcher Children's School for a number of years so that his students could work more closely with elementary students and their teachers. Unfortunately, the classroom used by Irwin and his elementary education students had not been renovated or updated since the 1950s. "It was not a model classroom," said Irwin.

According to Irwin, the old fashioned, slatetop lab desks were bolted to the floor and didn't easily lend themselves to group work or student observations. The lab sinks no longer worked; water had to be carried in from a neighboring bathroom. The gas lines leaked and could no longer be used. The cabinets and storage spaces were inefficient, and there were very few electrical outlets for computers and audio/visual equipment.

With funding from The Teachers College and the collective efforts of ESU's physical plant staff, Irwin's classroom was transformed during the recent winter break. The old lab tables were removed, the floor and wall coverings were replaced. Three new sinks, a garbage disposal, and new cupboards and countertops were installed. Some of the old cabinets were refinished and relocated, and new tables and chairs, designed for easy movement, were purchased.

Perhaps most importantly, the electrical wiring was updated, including the installation of floor outlets for computers and modems, and jacks and mounts for two television monitors. Irwin designed the classroom so that it could be easily used for interactive video instruction and distance learning. With the infrastructure in place, the next phase will involve the acquisition of computers, video equipment and other hardware.

"What we do here is so exciting," said Irwin. "With the new facilities, our students can more easily learn about an activity, practice it, and then work directly with elementary children. This is a hands-on program."

BERGMAN, DORATHY AND TIDWELL TO RETIRE

The Teachers College will lose a combined 79 years of experience this spring when three faculty members retire, Dr. Wayne Bergman, Dr. Gerry Dorathy and Dr. Billy Tidwell.

Bergman, an associate professor in the division of teacher education, joined the faculty in 1974. He received his bachelor's degree from the University of Minnesota in 1958 and went on to receive both his master's degree (1965) and Ed.D. (1970) from the University of South Dakota.

A former high school teacher, Bergman was active in Phi Delta Kappa at the local and national levels while at ESU. In 1993, Bergman was recognized for participating in a study of students at risk conducted by the national Phi Delta Kappa professional fraternity. In the mid-'70s, Bergman also served as the associate director of the Teacher Corps Project, a field based master's degree program for elementary and secondary classroom teachers. After retiring, Bergman plans to move to Colorado.

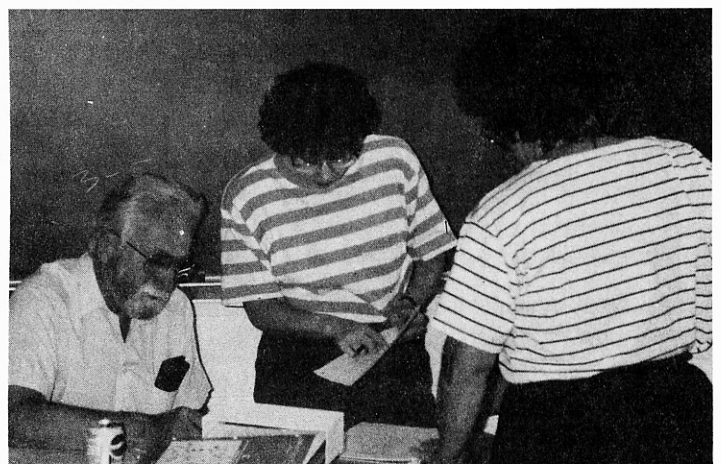
Dorathy, a professor in the division of teacher education, joined the faculty in 1968. He received his bachelor's degree in 1956, master's degree in 1962 and Ph.D. in 1968, all from the University of Iowa.

Dorathy served as a microcomputer

instructor and taught Analysis of Research for many years. He also was an elementary education advisor. Dorathy has been active on the Satisfactory Academic Program committee, the General Education Council, the Scholarship Board, the National Committee on Teaching Mathematics, the National Association of Academic Advisors, and Mid-America Computers in Education. After he retires, Dorathy plans to move to Nevada and enjoy traveling, woodworking, and reading fiction.

Tidwell, a professor in the division of health, physical education and recreation, joined the faculty of the Kansas State Teachers College in 1957. He earned both his bachelor's degree and his master's degree from the Kansas State Teachers College. In 1968, he received his Ed.D. from Columbia University, New York.

At ESU, Tidwell has taught both undergraduate and graduate classes, including: self defense, rifle marksmanship and gun safety, and health, physical education and recreation administration and philosophy courses. He has been active in the American Alliance of Health Educators, and the Kansas Association of Health, Physical Education, Recreation and Dance. Tidwell plans to stay in Emporia after retirement and looks forward to traveling with his wife.



Dr. Wayne Bergman, who will retire this spring, works with students in the Topeka master's degree program.

STANBROUGH STUDIES FITNESS

With the help of a Faculty Research and Creativity Grant and more than 800 Emporia State University college students and athletes, Dr. Mark Stanbrough, assistant professor in the division of health, physical education and recreation, hopes to discover the effects of frequency, intensity, duration, and specificity of exercise on fitness, and fitness maintenance and stress levels among college students. He also plans to study the maintenance of exercise effects.

According to Stanbrough, recent studies have shown that the intensity of exercise is important, but that there is limited information available regarding how often people need to exercise, how long they need to exercise and how long healthy fitness levels may be maintained.

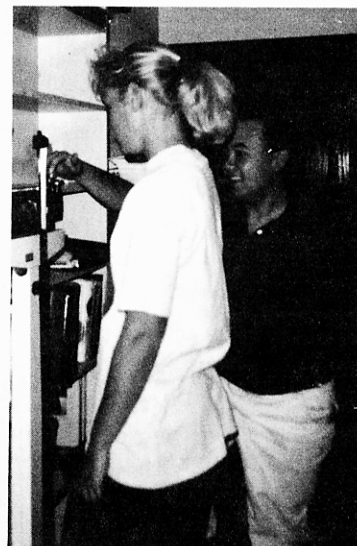
The subjects for Stanbrough's study included students enrolled in PE 100 Lifetime Fitness, a required general education course; members of the men's and women's tennis, basketball, track and cross country teams; the men's baseball team; and the women's volleyball and softball teams.

All students participating in the study were given a pre- and postfitness test, which included the following assessments: a 12-minute step-test to measure cardiovascular endurance; a flexibility test that included sit and reach stretches and shoulder and back stretches; a muscular strength test that measured grip strength and bench press ability; sit-ups to measure muscular endurance; and skinfold tests to measure body fat. To measure stress, all students were given a Spielberger STAI (State-Trait Anxiety Inventory) test three times during the semester. Students also were required

to complete a weekly questionnaire that indicated their individual exercise achievements.

To study the maintenance of exercise effects, Stanbrough also planned to retest more than 100 students who had taken the class in the spring of 1993 in order to find out, "if they were able to maintain the fitness levels they had achieved during the class, or if they had slacked off. If they had slacked off, how does that affect their health and stress levels."

The results of the study will be available in the fall of 1994 and should provide information on what college students need to know regarding healthy physical fitness levels, as well as what kind of exercise, and how much exercise they need to accomplish in order to maintain those levels.



John Leonard, a junior from Hamilton, Kan., weighs in Gretchen Freeland, a freshman from Eudora, Kan., as a part of Dr. Mark Stanbrough's study on fitness.

FACULTY AWARDS ANNOUNCED

Dr. Leo W. Pauls, executive director of the Jones Institute for Educational Excellence, announced the recipients of the 1993-94 Faculty Recognition Awards at the Jan. 10, 1994 Teachers College faculty meeting.

Dr. Kathy L. Ermler, assistant professor in the division of health, physical education, and recreation, received the Faculty Recognition Award for Instruction. Ermler was recognized for being "a unique faculty member, a superb teacher, and a mentor to old and new faculty alike." Ermler joined the faculty of Emporia State University in 1989. She received her doctorate in physical education from the State University of New York at Buffalo.

Dr. Kenneth A. Weaver, associate professor in the division of psychology and special education, received the Faculty Recognition Award for Service.

Weaver was recognized for his many contributions to The Teachers College, Emporia State University's Honors Program, and the field of psychology. Weaver served as the director of the Honors Program for three years. During his tenure with the Honors Program, Weaver also served as the director of the 1992 Kansas Regents Honors Academy. Weaver received his doctorate in educational psychology in 1986 from Columbia University. He joined the faculty of The Teachers College in 1986.

Dr. John O. Schwenn, chair and professor, division of psychology and special education, received the Faculty Recognition Award for Scholarly Activity. Schwenn was honored for his many publications and presentations including the following: two books, four chapters, three articles, eight grants and 19 presentations. Schwenn received his doctorate in rehabilitation and special education from the University of Wisconsin, Madison, and joined the faculty of The Teachers College in 1989.

Barbara Peters, a secretary in The Teachers College since 1986, received the Darrell E. Wood Service Award. Peters, who is responsible for two divisions, the division of educational administration and the division of early childhood education, was recognized for her "limitless patience, competency, sense of humor, high degree of professionalism, and exemplary service."

ALUMNI ACTIVITIES

Kristin Adamson (B.S.E. '92) is a third grade teacher at an inner city elementary school in Houston, Texas.

Merle Bodine (B.S.E. '54) retired in 1989, after 35 years in vocational and industrial arts education. He and his wife, Myrna, now live in Sun City, Ariz., where he is a volunteer with the Maricopa County Sheriff's Posse in Sun City West. His specialty is assisting residents with establishing block watches.

Doris Brawner (B.S. '77) is the retirement support specialist for Northview Developmental Services, which provides services to adult mentally retarded and developmentally disabled individuals. She also has been the residential manager, the support living specialist, and the residential support specialist. She lives in Newton, Kan.

Clarence Brown (B.S.E. '53) retired after teaching for 26 years in the Portland, Ore., public schools.

Shawn Buckner (M.S. '91) was recently promoted to director of treatment at Monarch, Inc., a mental health, substance abuse clinic in Tulsa, Okla. She has completed more than 3,000 hours of supervision to be licensed in counseling and will take the exam this spring. She was named Employee of the Year for 1993. Buckner is engaged to be married in September of 1994.

Virgil Chenoweth (M.S. '71) retired in May of 1993 at the age of 65.

Rose Cook (B.S. '68, M.A. '81) recently retired from Davenport, Iowa Public Schools where she served as a teacher of learning disabled students, grades four through six. She and her husband, Dr. Gayle Cook, now live in Osage City, Kan.

Kent Coolidge (M.S. '67) is retired and lives in Salina, Kan.

Kamala (Crawford) Laurenzo (B.S.E. '91) is a middle school teacher for the learning disabled in the Shawnee Mission School District.

Margie Davis (B.S. '49) is retired and will be vice president elect of the Retired Teachers Association in 1994.

Catherine Duncan (B.S.E. '67, M.S. '79) received the "Jack Stahr Award" from her peers at the U.S. Open in New York. She is a professional USTA/ITF tennis umpire.

Kathy Elliott (B.S.E. '80) is a third-grade teacher at Schilling Elementary, Salina, Kan.

Shari Garner (B.S.E. '87), a fifth-grade teacher at McClure Elementary School, Topeka, Kan., recently was selected as an A+ Teacher by Surprises magazine. Garner was nominated for the honor by Anna Kurtz, a student in her class.

Stephen Graeber (B.S.E. '67) is the assistant superintendent of schools for instruction and personnel for the Brewster Central School District, Brewster, N.Y.

Pearl Gunkle (B.S. '24) is retired and lives in Emporia, Kan.

Robert Hammer (B.S.B. '73, M.S. '80) is a Republican candidate for U.S. Congress in California's 24th Congressional District. He also is chairman and C.E.O. of R.K. Hammer, Investment Bankers. He resides in Newbury Park, Calif.

Larry Hartshorn (M.S. '65) retired in May of 1993 from Concordia High School in Concordia, Kan., after a 33 year career as a teacher and coach. He and his wife live in Grove, Okla., on Grand Lake.

Jeanine Haynes (B.S.E. '90) is a Chapter 1 reading teacher, working with students in first through third grades at Humboldt Elementary School in St. Joseph, Mo.

Deena (Hartwick) Hilbig (B.S.E. '92) is a third-grade teacher with USD 305, Salina, Kan.

Winnifred Hazen (M.S. '64) has retired after 30 years in education. For 16 years, she was affiliated with Allen County Community College, where she was dean of women, a counselor and an English teacher. She also received the Master Adult Teacher Award.

Leah Hefner (B.S.E. '69) is a retired music teacher. She is presently a published arranger and composer of music for handbells.

Eleanor Hensley (B.S.E. '88, M.S. '89) is on the faculty of the division of child growth and development, human sciences and education at Penn Valley Community College, Kansas City, Mo.

Dana Hinderliter (B.S.E. '86) is a second grade teacher at Jefferson Elementary School in El Dorado, Kan. She currently is working on her master's degree at ESU.

Jennifer Hokr (B.S.E. '92) is in her second year as an interrelated special education teacher, kindergarten through sixth grade, USD 383 Manhattan/Ogden, Kan.

Cheryl Jacob (B.S.E. '90) will graduate in May 1994, with a master's degree in speech/language pathology from the University of Kansas. She is engaged to marry Lt. Jeff Campbell (USAF) on Aug. 6, 1994.

Edwin Landwehr (B.S.E. '65) retired from the U.S. Navy in 1986. He is a 727 captain with American Airlines.

Patricia Lemmon (B.S.E. '59) retired in May 1993 as principal of Roosevelt Elementary School, Hutchinson, Kan. At the present time, she is a learning styles consultant to the Conroe School District in Texas. Travel and golf take up much of her time.

Joanne Loquist (B.S.E. '63) works as an education certification specialist at Wichita State University. She and her husband, Leland, live in Council Grove, Kan.

Pearl Lorenz (B.S. '57, M.S. '62) is retired and lives in Hillsboro, Kan.

James McGahan (M.S. '71) received the 1993 Midwest Regional Award for High School Chemistry Teaching from the American Chemical Society. He resides in Grand Island, Neb.

Raymond McIntosh (B.S.E. '76) went to work for the Kansas Department of Transportation in 1979. He was married in 1987 and has two children.

Marilyn Middlebrook (B.S. '64, M.S. '71) earned an Ed.D. in Higher Education from Oklahoma State University in 1990. She is the director of student academic services for the College of Education at OSU. Her husband, Dan Middlebrook, (B.S. '71) is owner of Middlebrook Moving and Storage, a representative of Atlas Van Lines, Inc. They live in Stillwater, Okla.

Stanley Munson (M.S. '73) completed 20 years with World Savings on Jan. 2, 1994 after 10 years in loans and another 10 years in savings. He currently manages the Atchison, Kan., savings branch.

Kimberly (Parker) Stilwell (B.S.E. '93) was married in August of 1993. She teaches first grade at White City Elementary, U.S.D. 481.

Cynthia Pence McLean (B.S.E. '71) completed a M.S.F.T. from Friends University, Wichita, Kan., in December of 1993. She is an associate of Resource Family Counseling.

Paula (Polly Pierson) Benner (B.S.B. '62, M.S. '91) retired from teaching after 10 years and is now the property manager for Benner Farms & Investments in Weston, Mo. She is enjoying a second home at the Lake of the Ozarks and is active with the Weston Historical Museum and Weston Study Club.

Larry Reder (B.S.E. '70) was honored at the state convention of the Missouri Association of Health, Physical Education, Recreation, and Dance held in St. Louis, Mo., on Nov. 5, 1993. Reder was honored as the Northwest District's nominee for Middle School Physical Educator of the Year. He is a physical education instructor at Mid-Buchanan Junior and Senior High School, Faucett, Mo.

Eva Reese (M.S. '73) is a retired teacher. She has been a reflexologist since 1981 and also enjoys making rugs by hand and working as a Brownie Girl Scout troop leader.

Tammy Shadoin (B.S.E. '90) is the childcare program director for the Olathe, Kan., Family YMCA.

ALUMNI ACTIVITIES CONTINUED

Annette Shaw (B.S.E. '85) has been employed as an elementary school teacher with the Los Angeles Unified School District since September of 1987. During the 1991-92 school year, she took a leave of absence to teach at the Yogyakarta International School, Yogyakarta, Indonesia. She currently is a second-grade teacher at Canterbury Avenue Elementary School, Pacoima, Cal.

Bonita Smith (B.S. '67) has been a teacher for the past eleven years with Olathe USD 233. She currently is teaching third grade/inclusion at Black Bob Elementary School.

Ronna Stump (B.S. '88) is the recreation director of Stanton County Recreation in Johnson, Kan. Stump is involved with Jaycees, Rotary Club, and is on the American Heart Association Board.

Dr. Lucile Tempero (B.S.E. '34) is living in Peoria, Ariz. Her husband, Dr. Howard Tempero, is deceased. She has three sons living in Kansas, Iowa and Minnesota; eight grandchildren scattered from Colorado to the East Coast; and two great-grandchildren in Nebraska.

Julie Tillberg (B.S.E. '91) is the director of the Children's Center in Lindsborg, Kan., which serves early childhood and early childhood special education students.

Deanna Tolin (B.S.E. '93) is a middle school English teacher at Pampa Middle School in Pampa, Texas.

Cheryl (Tully) Smith (B.S.E. '86, M.S. '87) has taught computer science in the Olathe, Kan., middle schools for the past eight years. She also is an adjunct professor at Mid-America Nazarene College in Olathe, Kan.

Sandi K. (Wagoner) Gilligan (B.S.E. '68, M.S. '71) was named to Marquis Who's Who in American Education, 4th Edition, 1994/95.

Sharidy (Wecker) Fluke (B.S. '85, M.S. '87) became the health resources director for PROJECT ATTENTION with NEK-CAP (Northeast Kansas Community Action Programs). Fluke lives in Sabetha, Kan.

S. Kathy Werner (B.S.E. '90) taught second grade for three years, but has accepted an elementary physical education position for this school year. In December of 1994, she will complete her master's degree in educational administration at the University of Houston.

Gervaise Winkler (M.S. '73) teaches adult literacy for Aurora, Colo., Continuing Education. She also works as an educational consultant and private tutor, and works with home schooling.

FACULTY ACTIVITIES

Donna Allen (HPER) presented "Exploring Spiritual Health" and "Teaching Strategies for College and High School Curriculum" at the Texas Association of Health, Physical Education, Recreation and Dance 70th annual meeting in Galveston, Texas.

Cynthia Cashman (TCHRED) presented "Meeting the Challenge: Training Preservice Teachers to Use Technology and Computer Backlash" at the Society for Technology and Teacher Education Conference, March 15-19, Washington, DC. Her article "Multimedia Technology in the K-12 Curriculum: Changing Roles" will be published in the "Kansas Journal of Educational Technology."

Howard Carvajal (PSY/SPEC) presented a paper at the First Annual South Padre Island International Interdisciplinary Conference on Cognitive Assessment of Children and Youth in School and Clinical Settings.

Robin Danks (HPER) "Evaluation of Advertised Positions," a three-part article on placement issues for athletic trainers was published in the November, December, and January, issues of N.A.T.A. News, the National Athletic Trainers' Association.

Stuart Ervay (TCHRED) has been named chair of the Association Development Committee of the Association of Teacher Educators. He also will chair the Kansas State Department of Education's accreditation visiting team for Southwestern College in Winfield, Kan. Ervay also serves as the chair of the NCA-OA/QPA visiting team working with Lansing Unified School District 469.

Dave Harris (ATHLE) directed a track and field clinic for high school coaches at ESU on Feb. 19.

Scott Irwin (TCHRED) was appointed to the Kansas State Board of Education's "State Science Advisory Council." An appointment which has allowed Dr. Irwin to expand his consulting on K-8 science improvement to include helping school districts with the new wave of statewide science assessments.

Glen F. Lojka (HPER) was a presenter on a round table discussion at a session during the Kansas Recreation and Parks Convention in Manhattan, Kan. The presentation was titled "What are the needs of recreation professionals in graduate school?"

Joella Mehrhof (HPER) and **Kathy Ermler** (HPER) co-directed "Touch the Future: Physical Education 2000," a student conference for future physical education instructors from all of the four year institutions in Kansas, which was held on Feb. 12. Mehrhof, along with Sandra Thies, will present "Integrated Movement/Whole Language Approach to Early Childhood

Physical Education" at the national convention of the American Alliance for Health, Physical Education, Recreation and Dance in April.

Maxine Mehus (HPER/ATHLE) is a member of the National Association of Academic Advisors for Athletics.

Jean Morrow (TCHRED) is KATM president-elect. She will assume the presidency in June.

Festus Obiakor (PSY/SPEC) published "Urban Education: The general education initiative and service delivery to African American Students," in "Urban Education," Vol. 28, #3, October 1993. He also serves as a consultant to the Black Cultural Center, Indiana University of Pennsylvania, Indiana, Pa.

Robert C. Rubinow (OPES) and **Leo W. Pauls** (JIEE) had their manuscript "Interdisciplinary Collaboration in Teacher Education Program" published in the Summer 1993 issue of "Contemporary Education."

Bill Samuelson (TCHRED) delivered five separate presentations at the KAMLE (Kansas Association of Middle Level Educators) statewide symposium on Feb. 18.

John O. Schwenn (PSY/SPEC) and **Mark B. Goor** (PSY/SPEC) presented a luncheon speech "Education and Reform: The Battle for Our Children's Future" at the Learning Disability Association of Kansas annual conference in Topeka, Kan.

Mark Stanbrough (HPER) published "Who's Who in Kansas Track and Field" by the ESU Press. He also has developed an audiocassette series of 13 topics for mental training in track: "Mental Training for Peak Performance in Track and Field." Stanbrough will present "Fit or Flop: Do We Lead By Example" at the National Convention of American Alliance For Health, Physical Education, Recreation and Dance in Denver, Colo., on April 14, 1994.

Lloyd Stone's (COUNS/RE) book "Foundations of Elementary/Middle School Counseling" is in press and will be released in the fall of 1994 by Longman Publishing Co.

Pamela L. Swafford (RES. CENTER) serves as the statewide co-chair of the Paraprofessional Planning Committee and is coordinator of Flint Hills IMC.

Anita Walters (HPER) was named chair-elect for the Kansas Association of Girl's and Women's Sports (KAGWS), a branch of the Kansas Association of Health, Physical Education, Recreation and Dance.

Ken Weaver (PSY/SPEC) and **Dan Wann**, Murray State University, Ku., have had their article "The relationship between interaction levels and impression formation," published in the "Bulletin of the Psychonomic Society," Vol. 31, pp. 548-550.

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