

POST PARADE

FORT HAYS STATE UNIVERSITY ENGLISH DEPARTMENT

FALL 2014

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Dr. Clifford Edwards
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Scholarships



The 2014 edition
of the *Post Parade*
is dedicated to the
memory of
Dr. Clifford Edwards,
1934-2014.
(See page 10 for memorial.)

Post Parade 2014 Student Editorial Team from ENG 385 Professional Editing and ENG 446 Advanced Composition: Nicole L. Borchers, Kaci Ferguson, Mamie-Lené N. Keating, Rhonda Lippert-Bortz, Tamara Cee Spencer, Patrick R. Vulgamore, Michelle J. Waymire and Alexandria M. Weese. The faculty for the two classes were Dr. Carol Poster and Dr. Cheryl Duffy.

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Post Parade
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Fort Hays State University is a thriving liberal and applied arts, state-assisted institution with an enrollment of about 8,000 students. It offers bachelor's and master's degrees in many fields and provides a wide variety of cultural and intellectual resources, not only for its faculty, staff and students but for the western Kansas region and beyond. Fort Hays State occupies the southwest corner of Hays, Kansas, a city of about 20,000 people located halfway between Kansas City and Denver on Interstate 70. The city and its people make their livings from across a wide spectrum of industries—agriculture, education, light manufacturing, medical care, oil, retail and technology.

Slamming Poetry into the Public

By Patrick Vulgamore

“Some people call this childish, but I call this living free. So next time you ask me how old am I, I’ll reply, ‘I’m only five, just with a fifteen-year-old shadow following me.’” The final words of Jamison Green’s poem “Marcus” resonated in the packed room before him on October 13, 2011. It wasn’t long before Cody Commons, located in the basement of the FHSU Student Union, erupted with applause, sending Green to the next round of the third-annual FHSU Poetry Slam, which he would eventually win.

The University Activities Board, the English Department, and the Office of Diversity Affairs in the Center for Student Involvement held the first FHSU Poetry Slam in 2009, and it has been held annually ever since. A poetry slam is an oral poetry contest in which the poets perform original works over the course of two to four rounds. A panel, often selected randomly from the audience, judges the poems and sometimes distributes prizes to the winners.

The performance is typically dramatic or emotional, as the poem is communicated by voice, rather than on paper. Matthew Spurlock, a junior at FHSU majoring in English Education, said in an interview, “I think being able to write the poetry down and have it speak to people is good, but there’s still that tone and inflection that’s missing without a voice.”

Spurlock is an avid participant in poetry slams at FHSU, having performed each of the three years he has been a student, and even placing first in 2013, winning a brand-new iPad Mini, purchased by the Center for Student Involvement. “I just took a notebook and started writing in it, and I’ve been writing ever since.” As a young poet, Spurlock has the passion and spirit to become successful in the art. He says, “Poetry is such a unique art form. It deserves more publicity and appreciation, and it deserves more attention in the classroom, especially now. I feel like we’re in a huge shift with poetry, like with these poetry slams and radical changes in form.”

The first poetry slam, held in 1984 in Chicago, incorporated many elements from Hip-Hop music and black culture, but Slam Poetry is not limited to any particular form. Deviance from existing forms is encouraged and creates an interesting and surprising performance. Slam Poetry uses any devices the poet desires, from intentional monotonies to expressive choreographed movements. Nothing is off limits. The informal atmosphere permits the use of colloquial language, slang and even the occasional booing or cheering from the audience.

According to Kaci Ferguson, an English honors student who judged for the 2014 event, the topics of slam

poems generally center on the themes of love, sexuality and race, common in the history of poetry. While the types of poems vary in form and presentation, they still deal with the same or similar themes found in conventional poetry.

Although only current FHSU students are allowed to participate in the poetry slam, even over Skype if necessary, alumni are welcome and encouraged to attend. The lively environment and active audience participation make for an engaging event for all parties present. You can watch as new-generation poets like Green and Spurlock talk their way to the top, cheering your favorite poet to victory. It’s a fun-filled opportunity to see FHSU’s poetic minds at work, as well as the trending phenomenon that is Slam Poetry.

Top Five Fun Jobs for English Majors

1. Corporate Blogger: Remember all those blogs you followed through high school and college? Due to the expansion of the internet, major companies such as Yahoo and IBM need bloggers to help send out information to all their followers. Imagine being paid to write the blogs you used to follow!

2. Social Media Writer: Social media is here to stay, so why not start writing for it? Government affiliates and universities are all working to get online with social media, and they need people who know how to write. Organizations such as FHSU need writers to update their Facebook pages and their Twitter feeds.

3. Event Planner: Everyone loves a good party, but no one knows how much work goes into the planning. This job requires creative individuals trained to pay attention to details and excel at communication. Creative writers would benefit from this particular job since they are able to put their creative skills to use.

4. Digital Copywriter: Do advertisements for social media sites catch your attention? Digital copywriters are responsible for these little blurbs. A digital copywriter is also in charge of making sure the information remains concise. E-books, such as the ones purchased on Kindles, require advertising as well. Imagine how much fun it would be to write an advertisement for books.

5. Bookstore Clerk: Are you an English major needing money for that master’s degree? Try working at a bookstore recommending books to patrons, including the books you love. Plus you might get an employee discount on purchases you make for your collection.

H.M.S. Pinafore

By Michelle Waymire

Anchors aweigh and we are off on the *H.M.S. Pinafore* with the Gilbert and Sullivan Players! The New York City-based performance group brought the show back to the FHSU stage for the first time since 1912, and the sold-out performance was well received by the whole university on March 25, 2014. All that remains of the 1912 performance is a black-and-white cast photo, but the 2014 performance provided the perfect opportunity for students, faculty and the community to reconnect with this Gilbert and Sullivan classic.

The *H.M.S. Pinafore* operetta contains an intricate plot, which ends with a revelation that two infants were switched shortly after birth. This becomes a prime example of nature versus nurture as the infants grow to fill the occupation that best suits them, due to the social ranking of their parents. Due to the switch, the difference in social ranks becomes an issue for certain characters, making romantic relationships impossible.

Gilbert and Sullivan Players' co-founder Albert Bergeret directed the orchestra throughout and interacted with the audience by waving, gesturing and encouraging applause – before the first notes escaped the orchestra pit. The chorus of men's voices in the opening song, "We Sailed the Ocean Blue," instantly captivated the hearts of all who

attended, and the romantic tension between Ralph, an able seaman, and Josephine, the captain's daughter, played by soprano Kate Bass, became the highlight of the evening as they sang and danced around their secret desires.

"She gave three or four vocal solos, and in all cases her voice was just beautiful and flawless," English Professor Dr. Carl Singleton remarked on the vocal talent of Bass.

Sir Joseph Porter, portrayed by the talented comic baritone Stephen Quint, stole the show with his sense of humor, falls and delightful voice. As Captain Corcoran, played by baritone David Auxier, was forced by Sir Joseph Porter to display proper manners, the audience doubled over in their seats with laughter.

Viewers voiced their love for the first act's final scene as Ralph threatened suicide and, assisted by shipmates, pointed the gun towards himself. As the curtains descended for intermission, viewers took the opportunity to discuss the period costumes and the magnificent orchestra. "I think we were lucky in Hays to have such a distinguished company perform this production," English Professor Dr. Lexey Bartlett commented.

Sir Joseph Porter also coaxed laughter from the audience as he said, "Love levels all ranks,"



Returns to FHSU

foreshadowing the finale, and giving Josephine an idea for how she and lowly Ralph could secretly marry. Shortly after making the declaration, Sir Joseph Porter began dancing and managed to dance directly into the hold of the ship, thereby stealing that scene.

The song "Never Mind the Why and Wherefore" became an audience favorite as the bells grew larger throughout the song, especially for Sir Joseph Porter. The characters rang the bells during the lyrics "ring the merry bells on-board ship," and as Sir Joseph Porter struggled to lift his final bell, amusement erupted from the audience, which grew louder each time Josephine turned and sang loudly in his ear. As the song progressed, the characters, exhausted from singing, pointed a musket at the conductor, making their intentions clear. For the next few minutes, if music arose from the orchestra pit, the musket was pointed with a look of determination on the gunman's face. A final moment of hilarity occurred when a bell rope was lowered on-stage for Sir Joseph Porter to pull, which lifted him off-stage and into the air. "That part with them bells was my favoritest part of the whole thing, and then that part where the silly man got pulled up in the air," one young child remarked.

Captain Corcoran and Sir Joseph Porter strayed from their lines to give a shout-out to FHSU and the Hays community by having a telephone conversation using wine glasses from dinner as

mouth and ear pieces. "I thought both the actors... were excellent, and they played well off of each other," Dr. Bartlett commented. Their back-and-forth conversation sprinkled with jokes delighted the audience and brought out a sense of school and community pride. The closing of the scene showed Sir Joseph Porter attempting to sneak a bottle of alcohol off-stage, to which the Captain said, "You can't have that on campus, Sir!" Reluctantly, Sir Joseph Porter placed the bottle on the table and exited the stage.

As the performance reached its end, the audience discovered that the Captain and Ralph had been switched at birth, resulting in a mistake in rank. As a result, love leveled all ranks, permitting Ralph and Josephine to marry, the Captain and Little Buttercup to pursue a relationship, and Sir Joseph Porter and Cousin Hebe to join in matrimony, surprising the entire audience.

The *H.M.S. Pinafore* delighted all attending the production, and the FHSU community felt honored to host the fine production. Quint was truly an inspiration for FHSU students in the audience and even offered advice to those wanting to pursue the stage: "Seize every opportunity to do a new experience. It is something you'll remember forever." Several students at FHSU felt inspired by the actors and have mentioned that they now have a new career goal: to join the Gilbert and Sullivan Players after they graduate FHSU.



Sigma Tau Delta—Society of Good-Hearted English Majors

By Nicole Borchers

Students are always looking for ways to have a good time doing what they enjoy. The English Club hosts many enjoyable local events as well as participates in national ones. The local events engage the campus as well as the community in fun and interesting ways—but not without a few bumps in the road.

In the past, Sigma Tau Delta and the English Club were separate. At a conference one year, Amy Cummins, the previous faculty advisor, noticed how other chapters oriented their clubs. By joining the two, prospective members—mostly freshmen—can participate in local events prior to their induction. To be eligible for induction, students are required to have a 3.0 GPA with at least a 3.2 in English and have a minimum of two English courses completed. Combining the two clubs, the English department consolidated funds instead of “fighting a war on two fronts.”

Professor Lexey Bartlett, current faculty advisor for Sigma Tau Delta, emphasizes the desire to show non-English students opportunities other than books and teaching. In her first year as an advisor to the group, she stated she was more like a travel assistant. That year, only one student submitted a paper that was accepted for the national convention. This year, 2014, five members had papers accepted for seven presentations.

This year was also the group’s third year of securing funds through allocations for *Lines from the Middle of Nowhere*. *Lines* is an annual student publication showcasing work from all across campus. In 2012, it received the Sigma Tau Delta National Award for Outstanding Literary Arts Journal, which the group is excited to apply for again next year.

On April 24, 2014, the organization proudly reinstated the Writing Tigers event, an open mic night primarily used for the winners of the Freshman English Composition Essay Contest. This provides the students with an opportunity to present their work. The group also uses this time to acknowledge the people whose work was accepted to *Lines*. Although the time is used to share these

works, non-English students are also encouraged to share their creativity.

Some local activities in which students previously participated include the Mall-o-ween, which is an alternative Halloween for kids; The Book & Bake Sale; and the Hays Arts Council’s K-12 creative writing contests. They also help with the Library’s Annual Poetry Contest as well as promote Banned Book Week. Banned Book Week is an opportunity to inform the community about historical and current efforts to limit public access to books.

Dr. Bartlett was proud to announce that Kaci Ferguson was elected the national Associate Student Representative (ASR) of the High Plains Region, which consists of all chapters in Colorado, Kansas, Nebraska, Montana, North Dakota, South Dakota and Wyoming. It is a great honor for a member of FHSU’s chapter of Sigma Tau Delta, Rho Psi, to hold this position two consecutive years; in 2013, Miranda Bridgforth held the position.

This year the national convention took place in Savannah, Georgia, during February. Members agreed that compared with last year’s convention in Portland, Oregon, it was nice to travel someplace warmer. However, last year’s trip took place over Spring Break, giving them the luxury of time. Several members agreed in wishing they had had more time to sightsee and perhaps drive to the coast. Another member seized that opportunity on a day she didn’t have a presentation. Kaci said she “enjoyed exploring the city. I had a free day, so I took a map and wandered the city.” She also mentioned how much she loved being able to enjoy all the local customs. Although she wasn’t able to go this year, Sarah Siemers said she enjoyed visiting all the historic sites and touring some of the historic homes while in Portland last year.

As the school year comes to an end, the club looks back at a successful and fulfilling term and looks forward to starting the new school year with all new officers. It will be a refreshing challenge and a chance for new experiences as well as possibilities.

English Department 2014-2015 Scholarship Recipients

Thanks to the generosity of all our contributors, the following students received financial assistance for their studies. On their behalf, we would like to thank everyone who contributed to our scholarship fund.

Alice McFarland Scholarship
Zach Walker

Roberta Stout Scholarship
José Alfredo Anaya
Jera Gales

James R. & Ruth Start Scholarship
AnneMarie Bussen

Michael Marks Scholarship
Matthew Spurlock

Non-Traditional Student Scholarship
Meagan Englert

Elizabeth Jane "Betty" Lenz Scholarship
Adaline Billinger

English Development Scholarship
Taylor Deutscher

English Department Scholarships
Matthew Spurlock
Brigid Markey
Seon-jin Na

Lloyd Oswald Scholarships
Kylie Metzger
Patrick Vulgamore
Lia Blanchard
Cheryl Chavez Newey
Linda Steele

Dr. Ralph F. Voss Scholarship
Wen Xin

Brett Weaver/Linda Smith Scholarship
Kaci Ferguson
Kaitlyn Goetting

English Graduates Fall 2013, Spring 2014

Bachelor of Arts in English

Megan J. Adams
Bryan D. Baxter
Nanette M. Brown
Jessica L. Cook
Brylee J. Courkamp
Anne K. Drees
Kimberly R. Fisk
Jennifer L. Jones
Aileen T. Markey
Denton R. Radiel
Breanna L. Ryan
Melissa J. Sander
Sarah E. Siemers
Derrick K. Snodgrass
Tamara C. Spencer
Anna M. Voss
Margaret J. Waymire
Alexandria M. Weese
Holly R. Weiss
Meganne C. Williams

Master of Arts in English

Elizabeth D. Aldridge
Paulia L. Bailey
Jennifer Hixson
Melissa L. Lefort
Anika B. Rohla

Master of Liberal Studies—Literary Arts

Brynly K. Brown
Mona L. Chapman
Andrea R. Davis
Jarvis T. Griffin
Janis K. Grover
Elliot G. Sanders
Erica M. Shook
Charles F. Smith
Bodie H. Weiss

New Faces: Three New Faculty Join the English Department

By Kaci Ferguson

This past school year, the English Department welcomed three new professors. Coming from various backgrounds and locations not only around the country, but also around the world, all three hope to use their broad experiences to benefit the department and, especially, the students. They have also located their own personal niches within the Hays community.

Dr. Carol Poster

As Dr. Carol Poster, the Becky P. and Mike Goss Distinguished Professor of Teaching Excellence, joins the Department of English, she brings with her a comprehensive background. After receiving her PhD from the University of Missouri, Poster began a career spanning universities across North America—from Florida to Washington to Canada. What attracted her most to Fort Hays State University was its commitment to technological innovation, including the Virtual College.

In addition to her involvement with technology, Poster specializes as an instructor in the history of rhetoric and professional writing. Applying her experience, Poster intends to educate her students through a fusion of her interests. “I enjoy teaching courses in which I can bring together my historical scholarship on the history of writing as a profession with my hands-on background as a prolific freelance writer and help students understand contemporary professional writing in its historical context,” Poster explains.

While at Fort Hays State University, she has rapidly become involved within the department as a member of the Graduate and Writing Concentration committees and as the advisor for the *Post Parade* newsletter. In addition, Poster presently has two major projects in the works, one of which centers on Richard Whately, a 19th-century Anglican Archbishop of Dublin who was also an innova-

tive rhetorical theorist. She additionally composes articles focusing on ancient letter-writing theory and practice.

Outside of the classroom, Poster maintains an active lifestyle. Her hobbies include exploring local wildlife refuges and parks, canoeing and photography. Poster also allocates some of her time and attention to her new pet. “My landlord is a veterinarian, and shortly after I moved here, she found a wonderful little black and white rescue kitten for me to adopt,” Poster explains. “Diva, who is now a large, healthy cat, enjoys playing fetch with her catnip mouse.”

Dr. Travis Montgomery

Dr. Travis Montgomery finds FHSU to be the perfect place for his specialization. After earning his bachelor’s degree in his home state at Oklahoma Christian University, he moved to Mississippi to pursue his further degrees. “I went to Mississippi because I thought I would write about Faulkner, and Faulkner’s house is in Oxford, Mississippi,” Montgomery explains. However, while studying Southern literature during his time at the University of Mississippi, he developed an interest in 19th-century writing. As a result, his dissertation concentrated on Edgar Allan Poe instead of William Faulkner. This change in literary focus influenced Montgomery to move back to his home, the Midwest, and factored into his decision to apply for a position at Fort Hays State University, where the department sought a specialist in 19th-century American literature.

Although located next door to Oklahoma, “Western Kansas is a bit of an adjustment,” Montgomery says. “Where I grew up in Oklahoma, there were more trees around. That’s been kind of strange.” He also describes another distinction between Hays and the previous towns he has lived in—the

remoteness. Still, he explains how even though Hays may be somewhat isolated from other cities, it nonetheless provides ample restaurants and activities. Montgomery also observes a similar situation within the university: "I'm really impressed with the resources available for a university of its size. Fort Hays doesn't seem to have a lot of trouble acquiring materials for the library."

This availability of scholarly resources is vital to Montgomery and his literary research. One of his current research projects focuses on Gothicism within the writings of John Greenleaf Whittier. During his study, Montgomery purchased multiple used books, including one by the name of *Whittier-Land*. "I opened the back cover, and pasted to the endpaper was an envelope, and it said, 'Letter from Whittier to his niece,'" Montgomery recalls. In the midst of his research on Whittier, Montgomery accidentally uncovered an undocumented text written by the man himself. "That was really neat," he says. "I'm going to a conference in Washington, D.C., at the end of this month to present a paper on Whittier. While I'm there, I thought that I would go to the Library of Congress so I can look at some other samples of Whittier's writing and make sure I get the date correct." Following further research, he intends to publish the letter.

According to Montgomery, similar situations are the reasons why he urges the technology-driven students in his classroom to utilize paper texts for their research. "I love old books and print materials. I often push students to use print materials just because they often present gems," Montgomery explains.

Outside the classroom, Montgomery is a member of the Diversity Awareness Committee and the graduate faculty of the Department of English. He also volunteers as a member of the Ellis County Historical Society, which complements his interests as a history enthusiast. Additionally, Montgomery and his wife offer their time to the local Humane Society. "I walked a pit-bull. I was terrified, but he was a sweet dog and pulled me all over the lawn."

Dr. Yuri Yerastov

After venturing around the globe, Dr. Yuri Yerastov explains he enjoys working with the people

of Kansas. This is a high compliment, as he has traveled widely, and he even earned each of his degrees from a different country: Russia, the United States and Canada. As he was searching for a new location to settle down, Yerastov was originally drawn to Fort Hays State University because the position fit within his interests: linguistics, history of the English language and construction grammar.

Since transferring to Fort Hays State University, Yerastov has particularly enjoyed teaching History of the English Language. "It's because when you look at the history of English, you understand why English is the way it is. So, when a student asks a question, you don't just say, 'Oh, it's just an exception. You have to deal with it.' But rather, you can actually tell a narrative," Yerastov explains.

Aside from his involvement as Director of Composition and Director of the Writing Center, Yerastov is also currently submitting a grant proposal to work for the preservation of the local Volga German dialect. "I would digitize letters, interviews and songs written in Volga German documents that are already here in existence, collected at the Forsyth Library and Hays Public Library," Yerastov explains. Once the digitization is complete, he then plans to create an online dictionary utilizing the information. He is also in the process of finishing two papers already accepted at conferences within the United States and France.

As a hobby, Yerastov enjoys a good game of chess. He is involved at Fort Hays State University with the Chess Club, along with many other faculty members. Independently, he also competes in online chess. Tracing his love for the game back to his high school years while still in Russia, Yerastov notes that he actually played chess professionally for a few years.

Through their diverse backgrounds, the three new faculty members of the Department of English intend to contribute their knowledge and experience to Fort Hays State University. Although they are currently still in the process of settling in, they all agree the department has given them a warm welcome, and they have enjoyed getting to know the various other faculty members. This feeling of community offers the three educators an advantage as they begin this new segment of their lives at Fort Hays State University.

Dr. Clifford Edwards: Renaissance Man



By Tamara Spencer

Clifford Duane Edwards, former Fort Hays State University English department chair, died on Thursday, April 10, 2014. Today, however, it is his life that we remember and celebrate. He was born on January 20, 1934, in Atwood, Kansas, to Murray and Maude Edwards. A family man, he married Neva LouAnne Morgan in 1954. They celebrated the birth of a son, Mark, and two daughters, Marilyn and Cecily. Cliff and Neva enjoyed the benefits of having 14 grandchildren and 4 great-grandchildren.

Edwards enjoyed many years as a dedicated student and professor on college campuses. He received his BA from Fort Hays State College in 1958 and his MA (1959) and EdD (1963) from the University of Michigan. He served as a professor of English at FHSU from 1963 to 1969, then briefly taught at the University of Wisconsin-Platteville from 1969 to 1974 before returning to FHSU, where he served as the English department chair from 1974 to 1999. He achieved a remarkable 40 years as an English professor, 31 of those years on the FHSU campus.

One of his key achievements was the development and implementation of the groundbreaking Summer MA program, wherein teachers can keep their teaching jobs, attend FHSU during the summer, and earn a master's degree in English. Sharon Wilson also remembers his commitment to the Fall English Workshop, a one-day conference for English teachers. When numbers were

down, he approached Wilson to help increase participation and supported her in that successful endeavor.

Edwards had an immense love for learning and often mixed that with his love of music. He was talented in playing the guitar, banjo and piano. He would play this assortment of instruments while his father played old-time fiddle, entertaining family and friends. He especially enjoyed playing the banjo, and played songs that were relevant to the literature his classes were studying. He was also in a local band made up of English professors called "The Mixed Metaphors."

Edwards was passionate not only about his music, but also learning and teaching English. He enjoyed teaching American literature, doing scholarly research, and publishing in his chosen field of study. In "Farewell to Walden," his good-bye article in the 1999 *Post Parade*, Edwards wrote, "I went into teaching literature and other English studies because I wanted to live deliberately, to see what I could learn—and not discover, when it came time to die, that I had not lived." He viewed his life and profession as closely unified. In the same article, he also penned, "I have lived the life I imagined, and I am grateful for the years at Fort Hays State University, where I was privileged to, in Robert Frost's words, 'unite/My avocation and my vocation/As my two eyes make one in sight.'"

The Pilot Award, established by the Alumni Association in 1974, recognizes an outstanding faculty member, who is selected by a committee of seniors, faculty and administrators. In 1999 Dr. Edwards received the Pilot Award, having been nominated ten times in his professional career.

Edwards was someone who believed in the value of "good English." Some might argue, "Hey, if it communicates, if we can understand each other, isn't that what's important?" However, Edwards once refuted that by saying, "If I want you to pass the mashed potatoes, I could simply belch and point, and that's communicating, but I think there are better ways to make that request."

Former department chair Albert Geritz revealed that before he became chair in 1999, "Dr Edwards spent more than an hour daily for two weeks, giving me 'chair' lessons. He was, as always, thorough and clear, carefully informing about what to expect in the task he had done so well for so many years. When he finished my lessons, I asked if I had passed the course. Ever witty and clever, he grinned and said, 'No Al, you'll have to repeat the course—only soon it'll last for more than two weeks.'"

Edwards was also a man of compassion. Cheryl Duffy was teaching full-time in the English department while she was working on her dissertation when she suffered a personal tragedy, the death of her husband. After a grieving period, Edwards arranged for Duffy to have a break from one class during the next semester so that she could focus on completing her dissertation and, therefore, obtain her PhD. Duffy credits Edwards for her doctorate because of the compassion and support he showed her during that difficult time in her life.

Dick Leeson, retired English Department faculty member, also commented on how compassionate Cliff Edwards was. "In 1986 I told Cliff that my dad had been diagnosed with terminal cancer—only a few months more to live. He was so kind and supportive, even teaching my classes when I had to head to California after his death. Shortly before my dad's passing, I got a call from my mom. Although Cliff had never met my parents, he had written them a lovely note telling them what a valued colleague I was and sending them his very best wishes. They were so moved, and so was I. That's the kind of compassionate guy Cliff was, and I feel privileged to have known and worked with him!"

According to Dr. Pamela Shaffer, "Edwards cared deeply that students at FHSU possess the foundation of a liberal education. In fact, in the early 1990s, as FHSU faculty began to design a new General Education program, Cliff took part in committee discussions to help create it. Also serving on the committee, I observed him persuasively argue for the importance of literature in engaging students and help-

ing them recognize and address issues faced by all human beings. It is due largely to the strength of his arguments that he convinced faculty from numerous disciplines to include a course in world literature among the liberal arts courses required of all students. That General Education program was put into effect at FHSU in 1993. Today, it still includes World Literature and the Human Experience, the course for which Cliff advocated and which contributed to the education of thousands of students over the years."

According to Linda Leiker, Cliff Edwards was a true Renaissance Man. He was an accomplished musician, a dedicated educator, as well as a pilot and officer for the Civil Air Patrol. He was also the very first faculty sponsor for the FHSU Rodeo Club. In addition, he was a wonderful chair and had a fantastic sense of humor.

Dr. Carl Singleton commented about Dr. Edwards' s accomplishments during the years he served as chair. He called him "the most worthy, successful and accomplished chair in the history of the department—and perhaps of the campus." Singleton noted that he originated and organized the department's Summer MA program (now in its 37th year). He was greatly responsible for both the majors program and the teacher ed programs as these existed for many years. "More than anyone else in its history, Cliff Edwards IS the English Department at FHSU."

Anyone who knew Edwards as a colleague, friend or professor knows that he will never completely leave the department because his legacy will live on. He inspired those around him, in their academic and personal lives, to be more compassionate, eager learners.



From Left: Dr. Paul Gatschet, Dr. Clifford Edwards, Dr. Edward Hammond.

New English Scholarships



Linda Steele (Kansas), Lia Blanchard (Washington) and Cheryl Newey (Colorado) are the recipients of the Summer 2014 Oswald Scholarships.

OSWALD SCHOLARSHIPS

Several graduate and undergraduate students in English recently benefitted from a generous gift of five new scholarships. The first Lloyd Oswald Scholarships for the 2014-2015 academic year were awarded to three students in the English Summer MA program and two undergraduate students. Mr. Patrick Vulgamore, a student in the English/Writing Concentration, and Ms. Kylie Metzger, a student in the English/Teaching Concentration, received their scholarship awards at the College of Arts and Sciences Honor reception on May 15. The students were fortunate to have the opportunity to meet Mr. Oswald at the event and thank him personally for their scholarships. A separate gathering was held on June 20 for the three graduate scholarship winners (pictured above).

WEAVER-SMITH SCHOLARSHIP (WITH HAWAIIAN SHIRT)

Dr. Brett Weaver and Ms. Linda Smith stated that for some time they had been considering sponsoring an annual scholarship for English majors. So they set the wheels in motion and set up two scholarships for English Writing Concentration students. The scholarships start with the 2014-2015 academic year. The scholarships include a monetary award and, more importantly, a Jams World Hawaiian Shirt. The additional gift of the shirt lends “personality” to the award—“a reminder to always be creative (even by splitting infinitives)!”

Weaver and Smith presented scholarship certificates and shirts to the recipients of this year’s scholarships at the College of Arts and Sciences Dean’s Honor Reception on May 15, 2014.

The English Department deeply appreciates their generosity in establishing these new scholarships.



Dr. Brett Weaver (left) and Ms. Linda Smith (right) with the 2014-2015 Weaver-Smith scholarship recipients, Kaitlyn Goetting (left) and Kaci Ferguson (right).

ALUMNI SPOTLIGHT:

Dr. Ralph Voss

By Alexandria Weese

"I always knew I wanted to be a teacher," said Dr. Ralph Voss. Voss grew up and went to high school in Plainville, a small town in the dusty and wind-swept western half of Kansas. After his high school graduation Voss wanted to attend college and ended up choosing the university only 25 miles away from his hometown, Fort Hays State University.

FHSU was, even in the 1960s, the economical choice for those who wanted a quality education but could not afford the bigger universities to the east. Sometimes, as in the case with Voss, it was the only choice.

Voss graduated from FHSU with a double major in English and History, then decided to return and obtain his master's in English. Though one can teach at the high school level with a bachelor's degree, one has to have a master's to teach at the collegiate level.

It turned out that getting his master's degree was one of the best decisions he could have made. Immediately after graduating a second time, Voss was offered a teaching position at East Texas State, without interview.

Voss stated that he owed his success, beyond his own drive to work, to FHSU, as the university "launched [his] career." Voss, like any other college student, formed a bond with some of his professors during his stay at FHSU, and it was those men and women who encouraged his continued education.

During Voss's career at FHSU he was advised by Dr. Clifford Edwards, a former department chair who passed away in April of 2014. Though Edwards was not department chair while Voss attended FHSU, he still had a profound impact upon his schooling.

When choosing a topic for his master's thesis, Voss assumed that he had to write about poetry or fiction, even though he wanted to write about a Kansas playwright named William Inge. "I can't write about a playwright, can I?" Voss asked Edwards, who responded, "Well, why not?" Voss went on to write his thesis about Inge's works, and later wrote the definitive biography of Inge.

Voss also had fears surrounding achieving his doctorate. What if he wasn't prepared? What if he didn't succeed? It's hard to imagine a small university such as FHSU as an adequate prepara-

tion for the "big city" life of a university with a doctoral program. Voss voiced these fears to a professor, Sam Sackett, who was one of the original professors to encourage Voss to pursue a PhD. Voss remembers Sackett "leveled his gaze" and responded: "We can read the same books in Hays that they're reading at Yale."

When Voss did decide to pursue his doctorate and entered school once again, he was delighted to realize "I had read the same books! I was prepared." FHSU had come through once again.

Voss is now helping other students enjoy FHSU. Recently, Voss donated a sum of money to be used for students seeking their master's degree from Fort Hays State University. "It's a small endowment, but it will help somebody," stated Voss. Though FHSU may not have a doctoral program, Voss got his start here and knows that FHSU gave him the foundation upon which he built his career.

Voss wants to "help somebody else do something and get a master's," and he is very "proud to do it." Scholarships play a vital role in the lives of students, especially now that the cost of attending college has risen drastically. Voss's scholarship will no doubt help some graduate students achieve their dreams and further their careers, just as Voss did many years ago. FHSU is proud to offer this scholarship to English department master's students, and Voss is happy to be able to contribute. Just because FHSU was Voss's, or any current student's, only choice, that does not mean it cannot be the best choice.



Dr. Ralph Voss (right) and Wen Xin, the 2014-2015 recipient of the Dr. Ralph F. Voss Scholarship

Keeping Up with Lisa Jones: Mother of One, Tutor of Many

By Rhonda Lippert-Bortz

When asked about her typical day, Lisa Jones smiles. "It's crazy," she says. This is Wednesday. She wakes at dawn to care for her two-year-old daughter, then hurries to attend her 8:30 a.m. History of English class in Rarick Hall. Class ends at 9:20. By 9:30, she is needed in the Writing Center in Forsyth Library, where she will tutor until noon. As the Administrative Graduate Assistant to the Director of the Writing Center, Dr. Yuri Yerastov, Lisa is busy from noon until 4:00 p.m. working to update the center's policy manual and to develop its mission statement. Then she prepares for the Grammar Crash Course, held weekly at the center. Lisa's "brain child," the course focuses on the most common mistakes encountered in student work. Lisa says, "Most low-level concerns (i.e., punctuation, spelling, sentence structure, etc.) in student writing can be fixed if the students know what to look for, so by teaching them to identify these mistakes and recognize their common patterns of error, we can help students help themselves in becoming more effective writers."

The Center

Lisa and the tutors have created a Writing Center Facebook page to keep students updated on changes at the Center. When the Center opened in the fall of 2004, tutors conducted 518 appointments. Last semester, Fall 2013, they conducted 843 appointments. Lisa recalls one of her most rewarding sessions: "Alice is a Chinese international student, and when we first began working together about two years ago, she would come in and sit very quietly throughout our entire ses-

sion. She wouldn't question my suggestions or ask for clarification; she would simply nod and smile. About halfway through the first semester we were working together, and after months of trying to get her to actively participate, Alice came in for our session and completely took control. She asked questions, argued with my suggestions and defended her original points against my questions. It was so great because when a shy student comes out of his or her shell and begins to take ownership of the finished product, I feel like I have reached that student and the more difficult learning processes can finally start happening."

Other days are just as crazy as Wednesdays. Lisa is responsible for the Center's budget, working with the English Department Administrative Assistant, Linda Leiker, to ensure services continue to meet students' needs. Lisa also makes classroom presentations on topics such as resumés and formatting, and is responsible for the training of the English Graduate Teaching Assistant, Tyler Weiser, in "all things Writing Center." Lisa and Tyler hold continual training for the six tutors and meet with Dr. Yerastov weekly. Lisa works with undergraduates, as well as graduate students working on their theses.

Lisa's Thesis

Lisa's own thesis, titled "When Chat and Email Are Not Enough: Developing Real-Time, Interactive Online Writing Tutorials," attempts to lay the groundwork for the development of Writing Center tutorials that can be facilitated through the Inter-

net, between American tutors and international students studying on international branch campuses. These are U.S. university campuses in other countries where students receive a fully accredited U.S. degree upon completion. Skype or webcam chatting functions allow the tutor and student to essentially have a face-to-face session, which aids in communication and comprehension. The online technologies also provide a place for written notes during the session, which can be saved for future reference.

On March 18, 2014, Lisa presented her thesis overview and initial research findings at the Research Network Forum (RNF) at the Conference on College Composition and Communication (CCCC) in Indianapolis. She is the first FHSU MA candidate to present her work-in-progress at the largest and most competitive convention in American Composition Studies. Lisa says, "What is most memorable about my experience is how receptive the other participants and professionals were of my research. It was nice to hear that my research is interesting to other people, and I received great feedback and additional resources from the people around me." In fact, Lisa met Dr. Amy Hodges, a postdoctoral research associate at Texas A&M Qatar. Lisa says Dr. Hodges works at "the exact type of campus and institution that I am researching for my thesis, and I was offered a unique opportunity to not only discuss my research but also get an insider's perspective on the things that are and are not working on international campuses." Lisa is grateful to the Student Government Association, the English Department and the Graduate School, who helped fund the trip to the conference.

Born for English

Lisa says she was born an English major. "My mom says it was hard to punish me because I wanted nothing more than to go to my room and read books." Her first semester of college, she was thrilled to learn the names of different types of

rhetorical construction that she used intuitively. As she explained the concepts in her study group, she says, "I realized I loved teaching people how to write, and I went and got a job at the writing center the next day."

After earning her associate's degree in Colorado, Lisa moved to Hays to study at FHSU, finishing her BA and beginning her MA. Why did she choose FHSU? "First, the funding and scholarship opportunities are great and make my life a lot easier, as I am a single mom. Second, I have always felt supported by the faculty and staff, which is important to me because without the proper support I don't believe learning is nearly as effective as it could be. Finally, after Dr. Shaffer brought me into the FHSU Writing Center in 2010, I saw a lot of potential for personal growth and professional development within the center." Lisa is considering PhD programs at the University of Arizona, Michigan Tech and Purdue, among others. Her focus will be an extension of her master's thesis, which will also contribute to her doctoral dissertation.

Always the dedicated student, Lisa was back in class two weeks after her daughter was born. Dr. Cheryl Duffy calls her a "go-getter" and notes that it takes something special to raise a daughter and attend graduate school, excelling at both. "I'm pretty sure she never sleeps," Duffy confides. "In fact, she may not be human."

If Lisa sounds like a superhero, perhaps she is. Dr. Kim Perez, Chair of the History Department at FHSU, describes how Lisa helped write grant applications recently, for Friends of the Hays Dog Park. The organization received \$400 from the Heartland Community Foundation for park supplies.

However, at the end of the day, with her daughter tucked into bed and the toys put away, superhero-English major-mom Lisa Jones sits down to study and work on her thesis from about 10 p.m. until 2 or 3 a.m. The next day, she is up at dawn to start over again, but always with a smile.

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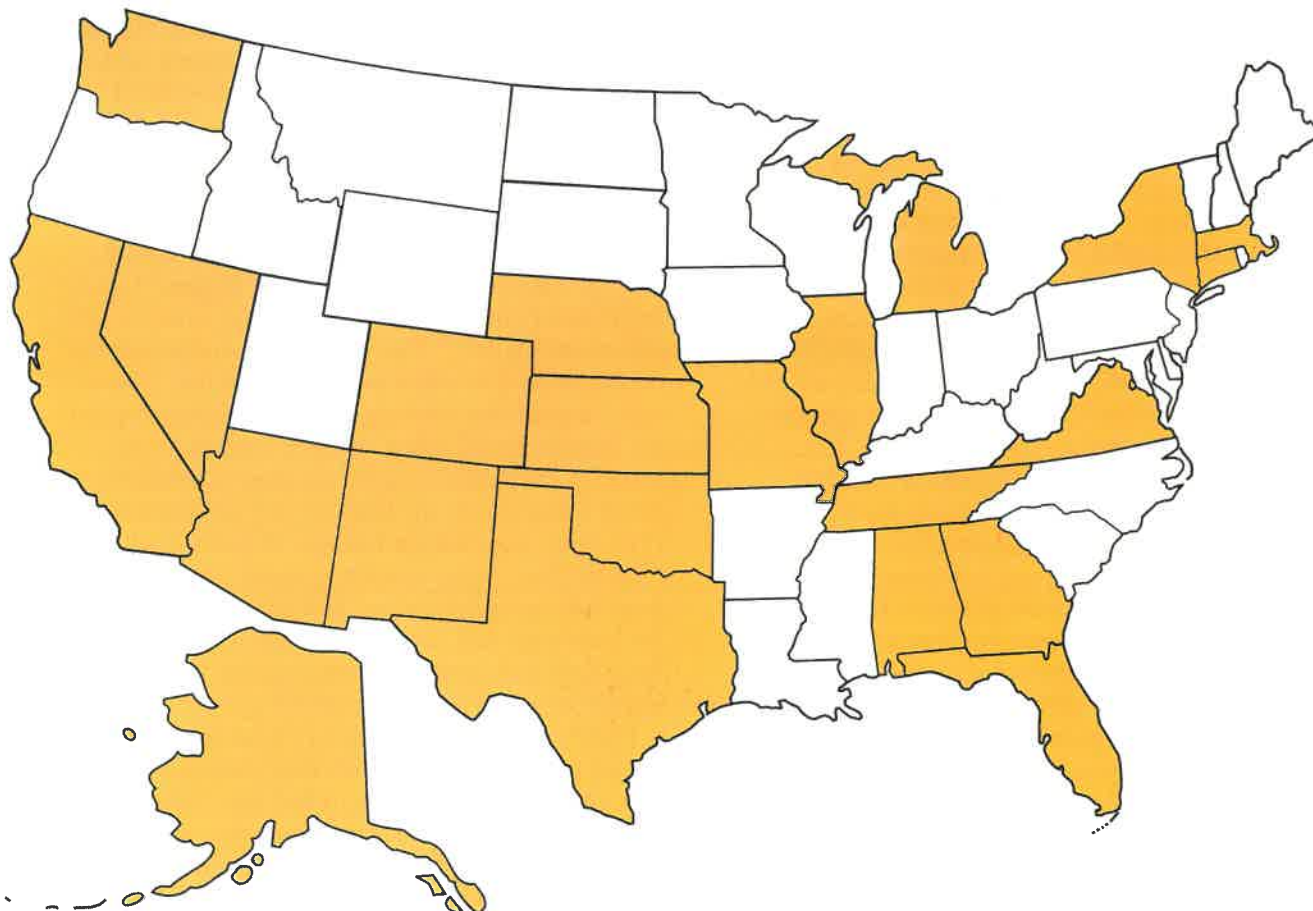
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Students Have Changed

By Mamie-Lené Keating

In the beginning of the 20th century, there was a well-mannered, tame and hard-working student body with eyes fixed firmly on the future. In the first decade of the 21st century schooling has become a media hot spot. There is no denying that university students today are different than they were as recently as the 1990s. Students today, while still serious about achieving their goals outside the world of academics, have more practical aims for their schooling. This I can ascertain, having spoken with several long-time university professors, all of whom indicated that life on campus has greatly changed since they first began teaching.

When asked how student outlook on learning has changed over the years, one professor stated that she felt students no longer attended college out of the love of learning and to achieve a degree, but rather, “that students now are more focused on how their education will translate into jobs, which is not surprising, given the economic climate of the past several years.” While this was surely one focus point for students in the past, it is certainly more prevalent today as everyone is chasing after financial security to live as comfortably as possible. Another professor stated that many students are looking for “the more glamorous jobs that will put them in a position of power, instead of one that will simply give them the income they need to sustain themselves.” Given this input, I asked about ways in-class etiquette has changed as well.

The answer to this question seemed to have one theme: cellular device use in class. When many current FHSU professors began teaching, the cell phone was in the early stage of development. Today, finding a student who does not own some form of cell phone is the equivalent of finding a unicorn on campus. “While it can be beneficial to incorporate technology into classes, students seem to have more difficulty focusing on tasks for periods longer than a few minutes. It is challenging to get students to resist the urge to go on Facebook or text their friends and give the lesson a chance.” The problem posed by so many multimedia-ready phones was a common complaint among many professors. As students, we are constantly fed the line, “Cell phones are to be off or on silent while in class and, if seen, ...” the consequences vary from professor to professor; some threaten confiscation,

others public embarrassment in the form of reading texts aloud. However, technological advances and in-class usage were not the only comments made on the current change in the attitude of the 21st-century college student.

To really get a sense for how things have changed in the scholarly community, some digging past strictly academic topics was necessary, so I brought up fashion. When asked about some of the more noticeable changes in their pupils’ daily attire, professors first responded almost every time with a statement of strong dislike for the sagging pants. One professor commented that while she does not particularly remember any outstanding fashion choices from when she first began, “I do know that I am not a fan of the saggy jeans that are almost falling off!” This was the general consensus on the subject. Another professor said that “those ugly baseball-hat-looking things that have cropped up, they’re awful! What are they needed for in class? Is the sun too bright? Do they fear blindness? I don’t think so. They’re very unnecessary!” (The same was said for beanies 70 years ago!) “When I first began teaching, young people cared how they looked for class; nowadays I get some students who look like they’ve just rolled from their beds and lumbered over to class! It’s ridiculous!”

Finally I asked the professors what their favorite aspect of teaching was when they started and what it is now. Many said that part had not changed for them. “My favorite aspect then was the same as it is now – I love the energy and enthusiasm that comes with introducing students to the same literary works that I have always loved. It is so fun to share my passion with a new generation of readers.” This holds true for educators everywhere, I believe. They value getting the chance not only to share their knowledge with those they affect, but also to share their passions, maybe inspiring similar passions in their students. However, even passion can wear thin sometimes, as one professor jokingly said: “My favorite part is when the students get up and leave at the end of class.”

Student etiquette has changed over the years, but of course nothing can be expected to stay the same forever, especially not people’s behavior. At the end of the day, though, we’re all students who came to school for the same reason, to get an education for a brighter future. Though students today may be very different from those who came before us, the goals for education remain the same.

(The professors who responded for this piece wished to remain anonymous, and their names were withheld from the article for this reason.)

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