

# **E-Scriptor**

*An On-Line Journal Of Student Writing*



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## **Preface**

This journal of student writing is a collection of essays written for College Writing II classes at Marist College for the 2002-2003 academic year. Each teacher of College Writing II was asked to submit an outstanding essay from his/her class. Two editors then reviewed the essays, and works were chosen from each semester to be included in this volume.

Editor's note: Although our default documentation format for College Writing I and II is the Modern Language Association style, students in declared majors that use other styles of documentation are encouraged to use the style required by their major. The essays in the journal, therefore, use different documentation formats.

## **Contributors**

### **Fall 2002**

Mackenzie Klump is a sophomore at Marist College, and graduated from Fayetteville-Manlius High School in Syracuse, New York. She is an art major with a concentration in studio art, and she also runs cross country and track for Marist. Her essay, *Negligence Fails to Prevent September 11th* is the first place winner for Fall 2002, and was prepared for Professor Anne McCabe's College Writing II class.

Amanda Joy Stevens, daughter of Jerry and Kathy Stevens, was born and raised in Monroe, Connecticut. After graduating from Masuk High School she began attending Marist College in the fall of 2002. Amanda has always had an interest in writing, and hopes to pursue and perfect her skills in the future. Her essay, *How Psyche Finally Took Control of Her Fate* won second prize for fall 2002, and was prepared for Professor Judith Saunders. College Writing II class.

Elizabeth Finocchiaro is currently a sophomore here at Marist College majoring in communications. She chose to write about the writers and the works of the Beat Generation because she finds the subject both interesting and inspiring. Her essay, *The Beat Generation*, won third place for fall 2002 and was prepared for Professor Stephen Leshner's College Writing II class.

Christie Launhardt's *The New Jersey Senate Race: The Ideological Robbery of an Election*, won honorable mention for the fall 2002 semester and was prepared for Professor Gloria Brownstein's College Writing II class.

### **Spring 2003**

Jennifer Mende was born and raised in Chicago, IL. Her essay, *America's Miseducated Minority*, was written during the second semester of her freshman year under the direction of Professor Anne McCabe for College Writing II. She is currently a sophomore attending Marist College, and is pursuing a double major in Political Science and Spanish. Her essay won first prize for the Spring 2003 semester.

Lauren DeNoia is from Westchester County, New York and is currently in her sophomore year at Marist College. Her major is Psychology, and her minor is in Writing. Lauren participates in a few organizations here at Marist, including the Psychology Club, Marist band, WMCR (radio), and MCTV (television). In the future, she aspires to receive a Master's degree in Psychological counseling. Her essay, *Prostitution's Negative Effects on Women*, won second place for the Spring 2003 semester and was prepared for Professor Joseph Zeppetello's College Writing II class.

Mark Cassetta was born and raised in Westchester County, NY, particularly the towns of Irvington and Dobbs Ferry. He attended Immaculate Conception School (ICS) from kindergarten all the way to 8th grade, and then moved to Millbrook in Dutchess County at the age of 14 where he attended Millbrook High School for 4 years. He received high honors for most of his academic high school career. Additionally, he was a Tiger/Cub and Boy Scout between the ages of 6 and 15, and achieved the rank of Life Scout (Second highest rank). Currently he is a sophomore and is considering becoming

an English major with a concentration in writing. Mark's essay, *Mourning Glory*, was prepared for Professor Jennifer Driscoll's College Writing II class, and is the third place winner for spring 2003.

Matthew Shoemaker, originally from Andover, Massachusetts, is currently a sophomore at Marist College. He is studying as an undeclared business major and is also seeking a Paralegal Certificate. He hopes to attend law school upon graduation. His essay, "Small College Needs Big Change" won honorable mention, and was written for a research assignment in Professor Joan Perisse's spring 2003 College Writing II class.

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## **Negligence Fails to Prevent September 11th**

**By Mackenzie Klump**

On September 11th 2001, at 8:48 in the morning, American Airlines flight 11, a Boeing 767 crashed into the North Tower of the World Trade Center. Eighteen minutes later, United Airlines flight 175 crashed into the South Tower. The Pentagon was hit at 9:40a.m. by flight 77, an American Airlines Boeing 757, on the western side. About 30 minutes after the first plane hit, United Airlines flight 93, Boeing 757 crashed just outside of Pittsburgh, although it is thought to have been intended for Washington, D.C. When the disaster was finally over, more than 3000 people were dead. These people were victims of the largest terrorist attack on the United States in our history.

One of the victims was a man named John O.Neil who had worked for the FBI and CIA and headed a team that investigated international terrorist cases in New York. He had worked on both the US Embassies in Africa and the USS Cole attacks, as well as leading a team to track down Al Qaeda operatives. According to a PBS documentary, he was convinced that he should pursue the information he was gathering about Al Qaeda as well as Osama bin Laden and devote a lot of his time to this. Many friends and colleagues saw that he was close to cracking the mystery of Al Qaeda, and may have been able to prevent the attacks on September 11th. However, the FBI became less tolerant of his intense searches for information about terrorists, and so he decided to retire to avoid conflict. Only eight days after he started his new job in the World Trade Center as director of security, the towers were struck by planes flown by terrorist forces he had almost stopped. Although security has always been a priority, something about the way the F.B.I. and C.I.A. analyzed their data did not prevent the terrorists from attacking the United States. The attack of 9/11 resulted in great part from inept works on the part of the C.I.A. and F.B.I.

The main purpose of the Federal Bureau of Investigations (FBI) according to the FBI's official web site:

[I]s to uphold the law through the investigation of violations of federal criminal law; to protect the United States from foreign intelligence and terrorist activities; to provide leadership and law enforcement assistance to federal, state, local, and international agencies; and to perform these responsibilities in a manner that is responsive to the needs of the public and is faithful to the Constitution of the United States.

The FBI is an organization based in Washington, D.C. and employs 11,400 special agents and 16,400 other employees. These additional employees may do any of the following jobs: administrative, technical, clerical, craft, trade, or maintenance operations. In addition to these jobs, there are about 9,800 employees who work for the Federal Bureau of Investigation's Head Quarters and 18,000 who work with field installations. The responsibility of the FBI is to conduct investigations in order to gather evidence. They are then supposed to report their findings to the appropriate U.S. Attorney or Department of Justice. One of these departments will then determine if further action is warranted or if the evidence should be held for possible future court appearances. The FBI is also responsible for sharing its information on counterterrorism with U.S. law

enforcement, intelligence, and service entities, as well as international law enforcement agencies.

The Central Intelligence Agency (CIA) is not allowed to disclose how many employees it has or what their current budget involves. However, the CIA performs similar actions as those of the FBI but differs in that the CIA does not enforce laws. Instead, it collects and analyzes information which has an impact the security of our nation; foreign countries, and citizens. It is not allowed to collect information regarding U.S. citizens, resident aliens, legal immigrants, and U.S. corporations. However, the CIA is still supposed to work closely with other intelligence agencies in the community to ensure that the information is shared through out the departments.

The FBI was aware of one hijacker, Khalid Shaikh Mohammed, and his roll in terrorism prior to September 11th. According to James Risen's article from the New York Times, "CIA's Inquiry on Qaeda Aide Seen as Flawed," Mohammed was identified in 1995 as a terrorist collaborating on an aborted plot to blow up American airliners flying over the Pacific Ocean. This plot was developed by Rami Ahmed Yousef, who was also the leader of the bombing of the World Trade center, in 1993. He was captured in 1996, but Mohammed was not. According to Lois Freeh as quoted by David Johnston in the article "Former F.B.I. Director Faults Lawmakers on Terror Fight," "In my experience.the identification, pursuit and arrest of terrorists are the primary means of preventing terrorism" (A13). This supports the idea that identification is important. The CIA was aware of Mohammed but failed to capture him. Mohammed's growing connection with Al Qaeda was discovered, but not acted upon by the CIA. According to James Risen and David Johnston's article "F.B.I. Account Outlines Activities on Hijackers Before 9/11 Attacks," he "was known as the boss and... met monthly with an associate before the attacks"(A1). In 1996 the FBI began tracking Mohammed and attempted to capture him, but he escaped. He was known to be in Qatar, South America, and Germany but has never been captured because he is very careful and conscious of security (A1+ A15). Thus, the FBI was thwarted in its pursuit of a known terrorist.

The CIA was also aware of Al Qaeda's increasing interest in launching an attack on the US. According to James Risen in an article called "Foreign Threat Was Focus Before 9/11, Panel Finds," "Al Qaeda hoped to use aircraft[s] as weapons against the Unites States..." (A19). This plot was discovered in the late 1990s, according to James Risen's article "CIA's Inquiry on Qaeda Aide Seen as Flawed." However, the FBI and CIA did not make the connection that the United States was being threatened. They did not believe that the US was in danger or that Al Qaeda had the capability to perform such terrorism on the US. Especially after the plot to bomb the Los Angeles International Airport was prevented in 1999, the FBI did not worry about an attack on the United States because it believed Al Qaeda was not powerful enough to attack again since the Unites States had already stopped them once (A1+ A15).

Another article by James Risen describes successful strikes against two American embassies in East Africa in 1998, and an American destroyer, U.S.S. Cole, in 2000, by Al Qaeda. This information should have caused the FBI and CIA to ask themselves "what next?" However, the FBI did not focus it attention on Al Qaeda. As a result of limited resources and employees, plus the distraction of competing tasks, the agency slowed work and paid insufficient attention to the threat that Al Qaeda posed to the United

States. According to Michael E. Rolince, a senior FBI official, paraphrased by James Risen, there were fewer FBI agents working on the counterterrorism on September 10th 2001, than there were in August 1998, during the time of the embassy bombings in East Africa.

Currently, there is much controversy surrounding the amount of information that the FBI and CIA possessed before September 11th. A joint House of Representatives and Senate intelligence committee was convened to investigate that question. They are trying to figure exactly what knowledge the FBI and CIA had before the attacks that these agencies did not share with the other departments of the government, and what roll that information could have played in preventing September 11th. One major piece of information according to Philip Shenon and David Johnson from the New York Times "Two Agencies Say Silence Prevented Pair's Tracking. is that the CIA knew about two of the hijackers; Khalid al-Midhar and Nawaq Alhazmi. The CIA placed the two hijackers on the watch list for terrorist suspects in August. However, they "did not share this information with other federal agencies that have an important, if less direct role, in combating terrorism" (Shenon and Johnston A17). One of these departments is the Transportation Security Administration, part of the Transportation Department.

Not only did the FBI and CIA not pool their information with each other, but they also did not share their information with other federal agencies. For example, according to Philip Shenon and David Johnston.s article " Two Agencies Say Silence Prevented Pair's Tracking," the Immigration and Naturalization Service (INS) believes now that they may have been able to prevent Khalid al-Midhar and Nawaq Alhazmi from even entering the United States if they had been given the names by the FBI and CIA ahead of time. Additionally, the CIA had also possessed a list of fifty-eight names of terrorist suspects who should have been added to the terrorist watch list. This list consists of names that will register in a computer as people who should not be allowed into the Unites States and officials are then notified of the threat. Updating this list would have helped prevent terrorists from attaining visas to come into the United States.

Another example of the FBI and CIA's failure to share information is the failure to turn information over to the Federal Aviation Administration (FAA) in a timely fashion. This department could have been especially helpful in countering the threats. In July 2001, The FBI reported a warning that Al Qaeda might be training terrorist pilots within the US. However, that information was not turned over to the FAA until several months after September 11th. There was a letter written by an FBI agent in Phoenix, Arizona, before the September 11th attacks, regarding the fact that Arab men may be attending flight schools to learn to fly planes in order to use the planes as weapons against the Unites States and that flight schools should be warned. Collecting all these warnings would have connected the Arab men who flew the planes with Al Qaeda. However, the FAA did not receive the warning letter from the FBI agent until two weeks after September 11th after the letter had already become public knowledge. This puzzled officials from the Congressional committee because the FAA is responsible for aviation security as well as the nation's flight schools. This information could have been crucial to the detection of the terrorists planning the September 11th attacks (A17).

There were several reasons why the FBI and CIA decided not to tell other security branches and agencies the information they were each gathering about terrorist threats

against the US. One main reason was they were uncertain of the importance of the information they had. One reason for this lack of understanding, the Congressional committee has discovered, is the FBI and CIA's inability to make connections between past threats and recent activities by terrorist organizations. One example of this according to Judith Miller and Don Van Natta Jr. from British Airways, is that both the agencies saw the 1993 attack on the World Trade Center as an isolated event; rather than as part of a continued effort by terrorists to attack the United States. It was not until 1995 or 1996 that the FBI stopped insisting that that had been an isolated operation. "If you tie the general warnings together, and you put all of the bombings and attacks of the 90s together, then combine it with last summer's failures, it should have... had the bells ringing, all the way up" (Senator Richard C. Shelby). This quotation shows that the agencies needed to connect the past events with the recent events.

Another example of this failure was stated by James Risen from the New York Times in an article, "CIA's Inquiry on Qaeda Aide Seen as Flawed." The FBI failed to see the signs of Khalid Shaikh Mohammed's increasing role in Al Qaeda. One of the signs was in his growing involvement and support for Al Qaeda's idea to turn aircrafts into weapons to use against the United States (A1 + A15).

According to Philip Shenon and David Johnson from the New York Times, the FBI and CIA's failure to share information with other departments in the government could have been negligence or due to a concern about the protection of intelligence sources. However, this failure to share may also be due to a lack of understanding of the capabilities and functioning of other agencies involved in security. According to James Risen in "U.S. Failed to Act on Warnings in '98 of Plane Attack," from the New York Times the FBI was also aware of Arab terrorists planning to fly an aircraft filled with bombs into the World Trade Center in 1998. However, both the FBI and FAA did not take the threat seriously. This negligence and lack of communication could be another reason for the FBI not predicting September 11th. (A1+A25)

There is a lot of information that could have helped to prevent the attacks of September 11th. However, the most relevant would be two very important names that the FBI and CIA did not disclose to other parts of the security network. This network includes a master list that rests with the government containing the names of any people that may be a threat or are considered dangerous to the US. According to Philip Shenon and David Johnson from the New York Times "Two Agencies Say Silence Prevented Pair's Tracking," if these names had been listed, September 11th might have been prevented. The names would have appeared on the reservation list for the American Airlines flight 77, which is the plane that hit the Pentagon on September 11th. These names could have been discovered before September 11th because the hijackers were listed on other flights before that date. The two hijackers, Khalid al-Midhar, and Nawaf Alhazmi both used their real names when making reservations on the planes they hijacked. According to Glenn Fine, an inspector general, "While the FBI has taken significant steps to revamp its counterterrorism program, we believe it needs to develop a comprehensive, written assessment of the terrorist threat" (A17). The failure to share these terrorists' names might have been the single greatest failure of the FBI and CIA.

According to Judith Miller and Don Van Natta Jr.'s article "Traces of Terror: The Intelligence Reports; In Years of Plots and Clues, Scope of Qaeda Eluded U.S.," the FBI

and CIA do admit to not knowing when the Al Qaeda was created or that there was a connection between Al Qaeda and terrorist plots. Yet, they did focus on overseas Al Qaeda action according to James Risen from the New York Times. Even so, there was so much attention overseas that it took attention away from the thought of the potential for a domestic attack. The FBI had also identified a leader of Al Qaeda as early as 1995. However, the FBI did not believe that this was important or had any idea that it would lead to a crisis as devastating as September 11th.

The Congressional Committee has been working to discover the negligence of the FBI and CIA. The committee's investigation is taking a closer look at the information the FBI had found and looking at the history of these cases. For example, they have looked into the 1993 attacks on the World Trade Center. They discovered that in the mid 1990s Ramzi Ahmed Yousef was a suspect interviewed about terrorist attacks. When being interviewed, he seemed obsessed with hijacking planes and had studied the inner workings of airport security very carefully. Investigators have now discovered that the bomb manuals that the Al Qaeda used in the attacks in 2001 were directly related to the bomb manuals that he had developed in 1993. Specifically, Judith Miller and Don Van Natta Jr.'s article "Traces of Terror: The Intelligence Reports; In Years of Plots and Clues, Scope of Qaeda Eluded U.S.," states that if the FBI, CIA and national security agency all handled information differently that might have predicted an attack in time to prevent it. What the Congressional Committee is discovering is that a lot of information is over looked or delayed (A1 +A 15). This quotation from a briefing paper for government officials in July 2001 referring to Osama bin Laden is an example of knowledge the intelligence agencies had before the September 11th attacks, "Based on a review of all-source reporting over the last five months, we believe that UBL will launch a significant terrorist attack against the US and/or Israeli interests in the coming weeks. That attack will be spectacular and designed to inflict mass casualties against US facilities or interests. Attack preparations have been made. Attack will occur with little or no warning." (Congressional Report A15).

Although there have been many interviews with staff members in the FBI and CIA, one that has become particularly important is that of Sibel Edmonds, aired on *60 Minutes* on Sunday October 27, 2002, by ED Beadley. Sibel Edmonds was originally hired as a Turkish, and other Middle Eastern languages translator, after September 11th. She currently has a lawsuit against the FBI because it fired her for bringing the corruption of the agency to light. While working for the FBI, Edmonds was told to slow down her translations so they would pile up. That way the FBI would appear to need more translators. However, when Edmonds did not slow down, her supervisor forced her to by deleting the work she had done. After telling her story to FBI supervisors and a top official in the bureau, she was fired. The FBI admits that it would take roughly a week to translate a given threat. The FBI also admit to difficulties performing background checks for future employees not taking the time to identify translators who might have loyalty to other governments. This practice could endanger United States. national security.

For example, Jan Dickerson was a Turkish translator who worked with Edmonds. However, the FBI did not know that her last job had been for a Turkish organization which was actually being investigated by the FBI counter intelligence unit. She had also been in a relationship with the Turkish intelligence officer who was the target of the investigation. Dickerson tried to get Edmonds to convert to her organization and when

Edmonds refused she threatened her and her family. Edmonds reviewed Dickerson's translations and learned that she had left out crucial information to the investigation. Edmonds said that although she had complained, no one wanted anything to do with her. The FBI has not yet responded to her allegations.

Throughout this paper all this evidence that that has been pointed out leads one to the conclusion that the FBI and CIA failed to do an adequate job of gathering and analyzing information as well as sharing information which might have aided officials in preventing the attacks on September 11th. Several observers decided that in order to come to a conclusion about what happened prior to September 11th and why it was not prevented, there needed to be an independent investigation. The job of the independent investigators is to learn every lesson that results from September 11th.

According to the Associated Press from the Post Standard in an article titled "Kissinger Will Lead 9/11 Probe," on November 29th, President Bush reluctantly agreed to form an independent committee and appointed former secretary of state Henry Kissinger to lead the investigation. This panel's agenda will be to find where all the mistakes were made in security and communication and this quotation from Kissinger leads readers to believe he is dedicated to resolving this issue. "[We] must uncover every detail and learn every lesson...go where the facts lead us...We are under no restrictions and we will accept no restrictions" (A1). They will also need to decide how the FBI and CIA can do a better job in the future, what they need to do differently (A1+ A14).

September 11th is a horrible event in our nation's history. However, it becomes even more tragic when we discover information that shows this horror could have been prevented. Going through this examination will be painful for the Senate committee and the rest of the nation. Discovering the different things that were done wrong will be hard to deal with because of the severity of the event. The miscommunications and lack of shared information by the FBI and CIA have left a mark in our nation that will take a long time to heal. However, it will be time well spent because as a nation we can learn from our mistakes to prevent something this tragic from happening in the future.

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## How Psyche Finally Took Control of Her Fate

By Amanda Stevens

What Psyche did was extremely brave. She not only defied her husband, she defied her role in society and the will of the gods (Edwards). By lighting that lamp and revealing her lover's face she brought upon herself the wrath of the gods and the possible scorn of society. Psyche was also making a statement for all womankind. She had been a victim of fate all of her life and had finally decided to take control of her destiny. And because of this it could be argued that her motives were purely selfish, and that she was not actually a hero for a woman of her time because she was not concerned with the massive statement which she was making. Some people may even interpret the story of Psyche and her woes as a just punishment bestowed upon a woman for disobeying her husband, especially once the context of the time is considered. However, this only makes what Psyche did all the more impressive, and regardless of her intentions, it's very difficult to dismiss her actions as selfish and childish, and completely ignore their higher message of female empowerment in a male dominated society. With one swift movement the beautiful princess proclaimed to everyone that she refused to live with someone simply because it had been decided for her, or simply because she was told that he was the best that she could do. She refused to bend to the pressures of being in a powerless position. Instead, Psyche is a feminist hero who refused to submit to the authority of her husband simply because others think she should.

She did the unthinkable, and not with the foolishness of a child, but with the broad strokes of a woman who realizes the consequences but decides that she has no choice but to disregard them. If she had not done it in this way, she could not even be considered a hero, for as Lee R. Edwards briefly discusses in his Prologue to "Psyche as a Hero," heroism involves both doing and knowing (11), not simply acting on one's childish whims. If it were to be argued that Psyche was persuaded by her sisters to disobey her husband, it would have to be allowed that, although her sisters did in fact help to plant the kernel of defiance into her mind, it was by Psyche's own will power that she actually followed through on her actions. She knew full well that she alone would face the consequences, and this is what made her a hero.

Consider Psyche's terrible position. Her entire life she had been worshipped by men for her unearthly beauty. Of course she did not refuse their praise. What woman in her right mind would refuse the praise of scores of wealthy and handsome men? But then again, Psyche didn't yearn for her admirers' affections either, nor did Psyche glorify in the idea that they choose to sacrifice to her instead of Venus. Venus on the other hand, wanted the worshipping of Psyche stopped immediately. She was extremely jealous of the mere mortal, throwing fits of rage when "her sacred rites [were] neglected, her images stood uncrowned, [and] the cold ashes were left to disfigure her forsaken altars" (Jesup 59). But yet for all of Psyche's admirers and unbelievable beauty, beauty enough to anger the goddess of beauty herself, none would consent to marry poor Psyche. It was agreed by all of her suitors that the very beauty which all they proclaimed to love also deeply frightened them. So all her life Psyche had been a victim of her greatest gift, even being forced to sit back and watch her two other sisters marry and begin new lives of their own (Grimal 397). Fate had proven unkind to the beautiful princess, and there was nothing she could do to remedy her position.

Here it's difficult not to pause and reflect upon the extremely terrible position a woman in Psyche's time would have been placed in. The only way for a female to obtain any status was to marry, yet women are simply not supposed to pursue men. Even today, women are supposed to sit back and wait to be chosen. So how unfortunate for those who have some quality that is unattractive for a wife or mate, for they are essentially doomed by their genetics. Their only hope; that either somebody who is equally unfortunate comes along and decides that they are on the same level or that somebody desperately needs a wife and settles upon the unfortunate woman despite her faults. Today, women are still subjected to a similar dilemma: if they are not pretty enough, witty enough or bubbly enough they are passed over. Although through the years it has supposedly become more acceptable for a woman to approach a man, to do so is still a somewhat baffling enterprise and intimidating. A woman approaching a man at a bar runs the risk of insulting his pride, of being rejected for some minor flaw, or for being considered forward and therefore easy. At least now it is not so necessary for a woman to procure a husband as it was for a woman like Psyche, but it doesn't mean that the task of procuring a man has become any easier.

So Psyche was forced to remain a miserable maiden. Until, finally, a glimmer of happiness was discovered. Her father had consulted an oracle and learned that his beautiful daughter would be wed if and only if her family were to dress her for marriage and abandon her on a mountaintop. But alas, poor Psyche's fate proves tragic again, because she is to marry a monster (Grimal 397, Bell 22). Yet even this is looked upon as better fortune than have no husband at all. But here fate takes a turn; unbeknownst to the downtrodden princess, Venus had enlisted the help of her son Eros to bewitch Psyche to fall in love with the most contemptible of all men (Bell 22). Psyche's family conformed to the oracle's prophesy and delivered their beautiful daughter to the determined precipice where she was to be greeted by her horrendous husband. Throughout Psyche's tale, she is being dragged about by fate, played with even, and now she may even face death because of it. But still Psyche braves the possible horror that awaits her and accepts her fate. She is delivered from the mount to an enchanted castle and visited by her husband only at night. He informs her that she is never to see him; it is simply forbidden (Grimal 397, Bell 22).

Well isn't that just convenient. Why should men be able to keep women in the dark? Women are supposed to be so grateful that some beau has bestowed favor upon them that they blindly accept the man at his word. Wouldn't all men just love to be able to keep their wives in the dark about themselves, to only judge but not be judged? Psyche's husband attempted to not only keep her in the dark literally, by only coming at night, but also by deciding not to divulge any information, even basic facts like his name.

According to the laws of her society, Psyche should have obeyed his request. He was her husband after all, she should be grateful that somebody finally released her of the shame of remaining a maiden. However, Psyche could not let it rest; she was tired of letting fate make her a fool, and it was time for her to take control. With the help of encouragement from her sisters, Psyche gave in to temptation and hid a lamp (Bell 154). One night, while by her lover's side, she shone the light upon his face, immediately discovering that he wasn't a monster at all, but actually the handsome god Eros (Grimal 397, Bell 22). Poor, poor Psyche! This should have been her happy ending. She has finally wed a handsome, caring man and not only that; he is the god of love! But she had

disobeyed him, and he had to make her pay. He fled, leaving Psyche with the wrath of his mother, who had still not forgiven Psyche for her unusual beauty. Venus enslaved Psyche, forcing her to do dreadfully tedious tasks such as sort grains and count sunbeams (Bell 225). Venus was as cruel to Psyche as possible, sparing no pains to make Psyche feel trapped and helpless (Bell 22). However, Venus had forgotten something very important. Although she successfully enslaved Psyche, all of her wrath could not batter down Psyche's soul (Chase 3), nor could Venus tell her son to stop loving his wife (Grimal 397). Psyche would not let the angry goddess throw her into depression or sorrow, and refused to let the tedious tasks transform her into a bitter old woman. And Eros would come to Psyche's aid again and again, and eventually sought to have her freed of Venus' power. So in the end, after much toil and patience, Psyche did indeed get her happy ending. She was granted a proper wedding and made immortal, free to spend the rest of her life with her love (Bell 134), proving that it is possible for a woman to take charge of her own destiny.

In truth, the story of Psyche was probably not originally constructed to portray a feminist viewpoint. The context of the times would suggest that it was actually to act as a warning to wives that if they disobeyed their husbands, serious injury would be inflicted upon them, and they might actually lose their husband, and with him their security. However, looking back on Psyche's tale, it's difficult to ignore the outcome: Psyche got her man. She defied convention and defied his requests, and yes, she had to be enslaved by a jealous goddess because of it, but she took control of her fate, and she got her fairy tale ending. So Psyche's story is actually one that portrays great strength in women as well as the power to determine their own fate.

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# **The Beat Generation**

**By Elizabeth Finocchiaro**

Beginning in the early 1950's, a group of writers began to emerge who led a movement that rebelled from popular culture and the norms of a post-war society. Like most rebels, they were rejected and feared by society, but they created an impact on literature that reverberates to this day. They introduced pieces of literature to the public that caused controversy and led to their becoming outcasts of American society. However, those new, seemingly radical pieces of work created by putting their lives and beliefs on paper, were a great contribution to literature. Among the most prominent leaders of this movement were Jack Kerouac, Allen Ginsberg, and William Burroughs. They came to be known as the Beat Generation. Individually they were "beats" or "beatniks." Jack Kerouac, a major force in the movement, is credited with coining the phrase "Beat Generation." As he himself recalled:

John Clennon Homes and I were sitting around trying to think up the meaning of the Lost Generation and the subsequent Existentialism and I said "You know, this is really a beat generation" and he leapt up and said "That's it, that's right!" 1

In this context Kerouac intended the word "beat" to "signify the feelings of despair and nearness to an apocalypse that impelled them to reach out for new experiences." 2

To understand the Beats and their desire to rebel, one must understand the society and the social norms of the time. With the end of World War II, the United States underwent dramatic cultural changes. Post-World War II America was a place where the people sought to regain the order, stability, and security that was disrupted during the war. Young men were returning from the war and settling down with families. Some looked for steady jobs while others returned to school. There was, however a counterculture beginning to grow that did not take the same path to stability. While this counter-culture was not united by any means, it was connected in its mutual disagreement with the majority of society. There was a growing population of people which had "come of age during the Second World War but couldn't fit in as clean-cut soldiers or complacent young businessmen." 3

Another development in American culture that contributed to the counterculture was the Cold War and the associated anti-communist feelings. Communists or communist sympathizer were considered traitors. During the paranoid and suspicious McCarthy Era, there was a fine line in many minds between those thought to be communists and those who simply disagreed with mainstream ideologies. "Traditional tolerance of ideological difference had been subverted to a passion for organization and political similitude," John Tytell, author of a book that focuses on the "beats," has said. 4 This resulted in the suspicion of the motives of those who strayed from the social norms. This included the counterculture that did not share the majority's thoughts about politics and economics.

Many writers considered themselves "beats," but most went unpublished. However, a few are recognizable to literate Americans. Three major forces of the movement were Jack Kerouac, Allan Ginsberg, and William S. Burroughs. All three

came from middle-class backgrounds, the same class against which they would later rebel.

Allen Ginsberg once called Jack Kerouac "a very unique cat - a French-Canadian Buddhist Beat Catholic Savant." 5 He was born in 1922 in Massachusetts to French-Canadian parents. He had a stable home life. His mother was a devout Catholic who maintained strict Catholic morals. Kerouac stuck to his Catholic background throughout his life. While he rejected much of societal norms, he did not rebel against the Church completely. Throughout high school, Kerouac had been interested in reading literature as well as writing. He earned a football scholarship to New York's Columbia University, but soon left because of clashes with his coach. 6 He enlisted in the Navy where he felt as out of place as he had at college. In a dramatic moment, foretelling the rest of his rebellious life, he "symbolically...flung his rifle to the ground one morning during drill and walked to the base library where he was apprehended by men with nets." 7 He was later discharged as a paranoid schizophrenic. The classification of Kerouac as having a schizoid personality can be seen as a common reaction of society towards the beats.

Kerouac returned to New York where he met another former Columbia student, Allen Ginsberg. A meeting that would provoke the later emergence of the Beat Generation.

In 1949, Kerouac's first novel was published. He had been working on "The Town and the City" since his time at Columbia. Kerouac wrote "The Town and the City," hoping to "explain his past, to justify himself in the eyes of his father and to clarify the confusions of the war years." 8 Three years later Kerouac finished writing his second novel *On the Road*. Kerouac had trouble finding a publisher to print *On the Road*. In fact, it took nearly six years, but in 1957, it was published. Kerouac based *On the Road* on his own life experiences, and the characters were based on his friends. The novel spoke about his experiences traveling cross-country, hitchhiking, and the "wild" characters he met along the way. He wrote about his sexual escapades, and his experiences with drugs. *On the Road* was the antithesis to current American social norms. In a matter of a few hundred pages, Kerouac painted a picture of the growing counterculture. The content of *On the Road* was not the only unusual thing about the book. The style in which Kerouac had written it was untraditional. The text is filled with run-on sentences. Punctuation and other rules of grammar seem to be of little importance to Kerouac. The difference between Kerouac's writing and the writing of all those who came before, was its apparent spontaneity. He wrote straight from his mind. Kerouac once said that spontaneity means "the very sound of the mind." 9 He saw editing and revision as tools that hold back a writer from writing what he truly means.

While some praised his work, Kerouac was also heavily criticized. "The Cold War literary establishment responded to his books with a storm of mockery and critical 'abuse'," one writer said, indicating that much of the reading population at the time was not open to the ideas and behaviors of the beat counterculture. 10

Kerouac's close friend and fellow beat writer was Allen Ginsberg. Ginsberg struggled with mental health problems from his childhood, but his poetry made him a leader of the Beat Generation. In 1955 Allen Ginsberg read his poem "Howl" in a San Francisco coffee house and it immediately became a standard of the counterculture along

with *On the Road*. In "Howl," Ginsberg is describing his fellow travelers, the crazy, lonely members of his community of misunderstood poet artists, unpublished novelists, psychotics, radicals, pranksters, sexual deviants and junkies," one critic suggests.<sup>11</sup> Ginsberg, in free verse, is proclaiming to all who will listen his woes, and the woes of his generation. Ginsberg, after years of uncertainty, accepted his homosexuality around the same time he began to spend time with Kerouac and other beats. This, too, set him apart from society's norms.

The third writer in this trio of leading beats was William S. Burroughs. Burroughs came from a refined, wealthy family. He attended Harvard and traveled the world after graduation. When he returned to the U. S., he met Ginsberg and Kerouac. Burroughs was a heavy user of morphine and heroin. He wrote "Junkie" about the underground drug world, but his most famous piece is the novel, *Naked Lunch*.<sup>12</sup> Written entirely while under the influence of drugs, *Naked Lunch* is Burroughs' great contribution to the rebellion that was the Beat Generation.

The cool, relaxed lives of the characters Dean Moriarty and Sal Paradise in *On the Road* may give one the false idea that the lives of those who were part of the Beat Generation were similarly relaxed. As artists, they suffered. They "saw themselves as outcasts, exiles within a hostile culture."<sup>13</sup> They were regarded as "madmen and they suffered the consequences of the reformatory, the insane asylum, public ridicule, censorship, even prison!"<sup>14</sup>

Their impact on society was enormous. They spoke about a side of America most people shut out of their lives. They gave society a new take on life. John Tytell, in his *Naked Angels* agreed that the three great works of the Beat Generation, (*Naked Lunch*, "Howl," and *On the Road*), confirmed that "America was suffering a collective nervous breakdown in the fifties, and that a new nervous system was a prerequisite to perception." The beats gave it to them. They opened doors to future writers to express their feelings and experiences, no matter how unpopular.

## Footnotes

1 McDarrah, Fred W., [Kerouac and Friends](#)

2 Tytell

3 "Litkicks: Lost, Beat and Hip", available at:  
<http://www.charm.net/~brooklyn/Topics/BeatEtymology.html>, 10/25/02

4 John Tytell, [Naked Angels](#), p.7

5 Lelyveld, Joseph, NY Times.

6 Tytell, pp. 53-57.

7 Tytell, p.57.

8 Tytell

9 Same as above.

10 Douglas, Ann, Village Voice.

11 Literary Kicks: Howl

12 Tytell, John.

13 Tytell, P.4

14 Same as above.

# **The New Jersey Senate Race: The Ideological Robbery of an Election**

**By Christie Launhardt**

It is the last few months of the 2004 presidential campaign, and the latest polls don't look good for Joe McFib, the Democratic National Committee's (DNC) candidate. McFib is taken by Bill Clinton to a closed-door meeting where he is told he must drop out of the race; the Democrats can't afford to lose the White House. The candidate concedes and announces the next day that he will be removing his name from the ballot. The DNC understands that many absentee ballots must now be reprinted and that many of the men and women serving their country overseas in our military may have already submitted their ballots. No matter, the DNC will pay for the re-issuance and overnight mail of the new absentee ballots. It is announced that John Simple will take McFib's place on the ballot.

Alas, two weeks go by, and the polls are out again; it is not looking good for Simple. Another closed-door meeting ensues, Simple must go, and he announces his withdrawal from the race. The DNC understands that many absentee ballots must now be reprinted, again. The DNC also acknowledges that many of the men and women serving their country overseas in our military may have already submitted their ballots, but the votes of the military don't really matter, do they? The DNC will pay for the second re-issuance of absentee ballots and overnight mail them again. It is announced that Ichabod Idiot will take Simple's place on the ballot.

After two more weeks, with the election less than a week away, the polls indicate that Ichabod Idiot is fairing worse than John Simple. Never fear, the Democrats plunge in with the determination that Joe McFib has the best polls out of everyone they've offered to the voters and they announce that McFib is back in the race. Absentee ballots? There's no time for absentee ballots; if you voted for either McFib, Simple, or Idiot, then your vote is deemed to be for the Democrat's candidate.

Election Day arrives, some people believe that Simple is the Democrat Party's candidate and are perplexed to see McFib's name in the election booth. And, whatever happened to Idiot? Chaos ensues. Florida is declared a disaster area; after all, Florida Democrats can't vote correctly even when the candidates haven't changed over the course of a campaign. The country is tossed into turmoil, and the Florida Supreme Court is deemed by the DNC to be the only court with the ability to correctly determine the outcome of the Presidential election.

Is the above story unreal? No, it isn't. The New Jersey Supreme Court's decision to allow the Democrats to remove Robert Torricelli's name from the ballot and replace it with Frank Lautenberg, set a frightening precedent. The Court's decision undercut New Jersey's election law, usurped the election process, and in doing so gave an unfair advantage to Lautenberg by enabling him to enjoy ample free press exposure.

## The Background

When the senatorial campaign began in New Jersey, it followed the same election process as in many states. Candidates from the various political parties debate amongst

themselves. A primary is then held for each party that determines who will ultimately represent it the statewide election. Senator Robert Torricelli ran unopposed for the Democratic party's nomination. Douglas Forrester won the privilege of representing the Republican party, by besting five other Republican nominees vying for the senatorial seat. Additionally, primaries had been completed for the Socialist, Libertarian and Green parties, producing candidates to represent these parties in their senatorial bid.

Senator Torricelli was plagued from the onset with lingering questions pertaining to the "severe admonishment" he had received from the Senate's Ethics committee in connection with some questionable campaign contributions he had received from one David Chang. Chang is currently serving a prison sentence in connection with same stated contributions (Boyer, 2002). Forrester, in his bid to become the next senator for New Jersey, focused his campaign on Torricelli's questionable ethics. And by all appearances, Forrester was winning the race. When Forrester first entered the race against Senator Torricelli, he was 20 points behind in the polls (Fox News Sunday, 2002). By September fourteenth, a Quinnipiac University Poll noted that only fifty percent of registered Democrats in the state of New Jersey "...said they held positive opinion of him [Torricelli]..." (Mansnerus, 2002). Torricelli could not evade the ethics questions, although he tried with a lackluster video advertisement. In the end, under the guise of not being able to discuss the issues, Torricelli was convinced in a closed-door meeting by former President Clinton to drop out of the senatorial race. Ex-senator Frank Lautenberg entered the race and suddenly the New Jersey Senate race was embroiled in heavy debate before the judges of the New Jersey Supreme Court.

### The Law

New Jersey's election law, found under New Jersey Annotated Statutes §19:13-20, states that the statutory deadline for replacing a candidate on the ballot is 51 days before a general election (Peterson, 2002). At the point Torricelli withdrew his name from the ballot, there were only 35 days left before Election Day. Torricelli's vacancy was created "outside the statutory window" of lowance, and it was made on the sole basis of the fact that the polls showed he would ultimately lose his senatorial bid. William J. Baroni Jr., the attorney for the Republican nominee said it best when he pointed out:

that the deadline for replacing candidates had passed; that giving the Democrats their way would create chaos by allowing parties to switch candidates at will whenever the opinion polls turned against them; and that a switch now would disenfranchise military personnel overseas who had already received their absentee ballots. (Peterson, 2002)

The Republicans accurately argued that to allow a late name change to the ballot would "cause electoral chaos because any candidate who feels he is losing at the polls can withdraw thereby allowing someone else to run instead" (Supreme Court of New Jersey, 2002).

On the opposing end of the spectrum, the only argument the Democrats could wage in their offensive to replace Torricelli on the ballot, was that if the change to the ballot were disallowed, the voters of New Jersey would have no choice in the upcoming election. This is utterly untrue. The Republican and Democratic Parties are not and were

not the only parties involved in this election. The candidates for the Green, Libertarian and Socialist parties were all in attendance at court and maintained that by their mere presence on the ballot, there was in fact choice for the voters of New Jersey. Additionally, if New Jerseyans felt so moved, they could have "written in" the candidate of their choice. In an amazingly liberal interpretation of New Jersey law, the Supreme Court "ruled October 2 for the Democrats, saying it was using its equitable powers to order the substitution" (Davidson, 2002). Thus, the name of Frank Lautenberg would replace Robert Torricelli's on the New Jersey ballot. In addition, the Democrats were ordered to pay more than \$800,000 for the re-issuance of absentee ballots and the cost of mailing them ("New Jersey", 2002, A26).

### The Election Process

The act of voting is not the only step involved in our election process. "As virtually every contemporary democratic theorist has recognized, democracy requires more than just the holding of elections" (Mayer, 2002). Before political parties focus on their political adversaries, there is a long process of campaigning against individuals from within their own political party who are vying to represent that party in the general election. Hence, our primary election process as explained above. Over the course of a long campaign to decide who will represent their interests in Washington, voters are given a fair and balanced opportunity to evaluate the candidates. "To allow for late changes in the list of party nominees all but guarantees that voters will be forced to choose among some unfamiliar candidates" (Mayer). The Republicans are justified in their assertion that the belated name change on the ballot in New Jersey takes away from the election process itself. Many states have established their election laws with an eight-week period between the primary vote and the general election in the hope of insuring voters have an opportunity to educate themselves on the proposed candidates. "Far from curtailing democracy, such rules enhance it" (Mayer).

The DNC's position that a disallowance of the change to Lautenberg's name for Torricelli's would essentially leave the New Jersey population without an electoral choice is weak to say the least. The Democrats could have chosen to run another Democrat against Torricelli in the primary race, convinced Torricelli to stay in the race once he'd won the primary, or they could have removed his name before the primary. The DNC was well aware of Torricelli's shortcomings prior to the commencement of the campaign, yet they chose to allow Torricelli to run anyway.

### The Media Frenzy

The media played a very big role in Senator Torricelli's undoing. They would also play a major role in Lautenberg's short campaign. In doing a quick search of the headlines through Lexis-Nexis, I found 466 article hits with Lautenberg in the title for the period of September 25 through November 5. Using the same search parameters, I found only 372 hits using Forrester's name. "A candidate who suddenly bursts into the political limelight frequently enjoys a significant, if temporary, advantage over candidates who have been known for much longer periods of time" (Mayer). At the time of the switch, Lautenberg was a new and crisp face in this fierce Senate battle and, as such, the press was all but fawning over him. The court's decision robbed New Jersey voters of the necessary in-depth scrutiny a candidate truly receives over an election period, scrutiny

that Forrester had been under during the long primary campaign and his subsequent campaign against Torricelli. The method in which Lautenberg was pushed onto the ballot was headline-grabbing news. "Eventually the sheen will wear off and the voters will develop a fuller and more realistic view of the new contender. The problem here, obviously, is that this understanding may come only after it is too late" (Mayer).

### Conclusion

Election Day 2002 has come and gone with record-breaking results. Sadly, Lautenberg won the senatorial race in New Jersey and will be sworn-in this coming January. State's election laws were created to cultivate true democracy. The DNC managed to change the election laws of New Jersey to suit their immediate agenda while ignoring the intended purpose of such laws. Only time will tell if this escapade will have a repeating negative effect on our sacred practice of democracy.

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# **America's Miseducated Minority**

**By Jennifer Mende**

The Hispanic population in the United States is the fastest growing minority and will soon become the largest minority group, surpassing the Black population by 2005 (NCES xi). The United States Bureau of Citizenship and Immigration Services (BCIS) estimates that there are 7,000,000 illegal immigrants in the United States, their ranks swelling by 350,000 annually. Of all the illegal immigrants in the United States, 4.8 million are from Mexico, with El Salvador, Guatemala, Colombia, Honduras, and Ecuador contributing at least 100,000 each (INS 5). The annual arrival of 1,500,000 legal and illegal immigrants is coupled with 750,000 annual births to immigrant women (Kreiter). The majority of these first-generation children are raised in households where the only language spoken is Spanish, so when it is time for them to begin their education they have very little, if any, proficiency in English.

The problem of limited English proficiency has led to the creation of educational programs that involve instruction in foreign languages and English as a way to help Limited English Proficiency (LEP) students become integrated into an English-speaking school system. These LEP programs have ballooned since their humble beginnings in the late 1960s and early 1970s. The National Center for Education Statistics (NCES) reported that the United States was serving approximately 3,600,000 LEP students, in the 2000-2001 school year. However, despite the good intentions of their founders, these "bilingual education" programs have not helped the majority of the children they were intended to help. Over the past twenty years, Hispanics have made gains in many key areas of education. But, despite these gains, significant gaps in academic performance between Latino and non-Hispanic White students remain (NCES xi). Bilingual education programs in the United States, particularly in the state of Illinois, have been incredibly ineffective and cannot be allowed to continue.

The legal history of bilingual education began with the Bilingual Education Act of 1968, also known as Title VII, which provided supplemental funding for schools that needed to provide for the special needs of large groups of children who could not speak English. The 1994 version of the act stated a focus on "developing the English skills ... and to the extent possible, the native-language skills" (Crawford). However, this has not been the case because in most bilingual education programs children are taught in Spanish 70% to 80% of the time (Duignan). In May of 1970, the Department of Housing, Education, and Welfare (HEW) issued an interpretation of the Title VII regulations that prohibited the denial of access to educational programs because of a student's limited English proficiency. The problem with this interpretation is that it assumes that students with limited English proficiency were denied access to public education, which was hardly the case. Students then, just as many non-Hispanic, non-English speaking students today, were placed into the general population and expected to learn the English language through interaction with other students and small amounts of private tutoring.

The Equal Education Opportunity Act of 1974 reinforced the ideas put forth by the HEW. This act was then followed by the first real push towards a bilingual education program when the Supreme Court ruled on the case of *Lau v. Nichols*. The ruling in this case went against 200 years of evidently successful immersion education and stated that

the San Francisco Unified School District had violated the widely promulgated regulations of the HEW by not creating a program to compensate for students' limited English proficiency.

Bilingual education was soon considered essential because of the relatively poor performance of so many Puerto Rican and Mexican-American students and because of their high dropout rate from schools and colleges. Spanish-speaking educators stated that there were at least five reasons why Hispanics dropped out: many Spanish speakers fell behind early in their education because they did not know much English and by the time they reached high school, they were discouraged; many LEP students complained of bad teacher attitudes toward Hispanic students because of the students' color, accent, and poor English skills; many students did not hear enough English spoken at home or in the barrios and received little help in reading and writing English in the home; many students, failing to see the relevance or economic benefits of further education, left school to find a job as soon as they could; and many students suffered from a poor learning environment created by a high percentage of illegitimacy, concubinage, and abandoned mothers and children among Hispanic slum dwellers (Duignan). But it has become evident, after decades of failure and billions of dollars wasted, that bilingual education is clearly not the answer to the Latino education problem.

Clearly the Civil Rights Language Minority Regulations of 1980 were another failed attempt to construct credibility for bilingual education programs. One of the regulations put forward was a requirement that bilingual instruction be given only by "qualified teachers." One can only imagine why it took nearly ten years for bilingual education programs to require qualified teachers. Yet even these qualified teachers had problems with the system of bilingual education. Rosalie Pedolino Porter, a bilingual education teacher for more than twenty years, is convinced that all limited-English-proficiency students can learn English well enough for regular classroom work in one to three years, if given some help. She believes that the old total immersion system still works best; the longer students stay in segregated bilingual programs, the less successful they are in school (Duignan). Wilfredo Laboy, who was one of the pioneers of bilingual education in the 1970s, is the chief of the Lawrence School District, in New York, which is home to the state's third largest percentage of students whose native language is not English. And, despite his former activism, Laboy became so disillusioned with the bilingual programs he once championed that he put an end to bilingual education for Lawrence's youngest students in 2001 (Greenberger A1).

In a similar action, the passage of Proposition 227, in the state of California, mandated English instruction and put very strict limits on bilingual education (Helfand B6). This year one-third of California's public school students who previously had limited English skills showed success in learning to read, write, and speak English, a statistic which is a significant improvement over that of the last school year. Many teachers and school administrators said the gains reflect better teacher training and the switch to English immersion for most immigrant students under Proposition 227.

Even after 28 years of bilingual programs, the dropout rate for Latinos is the highest in the country. According to the National Center for Education Statistics, the average Latino dropout rate, as of 2000, was 28%. This number is much higher than the 7% dropout rate for White students and the 13% dropout rate for Black students (40). The

high rates of high school dropouts in Latino communities may be due in part to the way that many students languish in bilingual education programs, a fact which can be attributed to the ruling of the *Castañeda v. Pickard* in 1981. The *Castañeda* ruling determined that bilingual education programs did not have to meet certain standards other than making sure that they take "appropriate action to overcome language barriers through well-implemented programs." These standards were soon applied in the state of Illinois after the ruling in the case of *Gómez v. Illinois*, which determined that the state had a responsibility to secure enough funding for school districts to implement effective bilingual education programs.

Illinois is home to the third largest illegal immigrant population in the United States, with approximately 750,000 illegal immigrants residing mainly in the Chicago-land area. Because of this, Limited English Proficiency (LEP) students made up 6.2% of the elementary and secondary student population in Illinois. In 2001 only 10% of LEP 5th graders were meeting or exceeding reading standards in state proficiency exams. Also, only 17% of LEP students at the 5th grade level were meeting or exceeding mathematics standards in state proficiency exams (Illinois 1996 SRC). However, these characteristics of low achievement do not only apply to LEP students in elementary school. From 1992-1999 the average dropout rate for LEP students in high school was 12.6%, compared to the 7.1% combined dropout average for all other groups. (Illinois 1996 SRC). The Profile of Illinois Public Schools, which was compiled in 2001 by the Illinois State Board of Education, concluded, after reporting the aforementioned statistics on LEP students, that there was "an urgent need to address the issue of the gaps that exist in the academic performance among different groups of students," and suggested that the desired level of English mastery is rarely being met by LEP students. The irony in this statement is that after 27 years of bilingual education programs meant to remedy this problem, the Illinois School Board adamantly refuses to purge these ineffective programs from their system.

There are hundreds, if not thousands, of Latinos who have been successful despite their elementary and secondary schools not offering bilingual programs as a result of their LEP status. Louis Shanks, born in Spain, says he knows firsthand that English immersion works. Now 50, Shanks said he spoke only Spanish when his adoptive American parents plunked him into an English-only first-grade classroom. He claims that bilingual education holds children back if they don't have the same opportunities as other children who are learning English from the start (Reza B1). Cindy Jimenez moved to Brownsville, Texas at the age of eight from Tamaulipas, Mexico. When she entered school in the United States, she was enrolled in Faulk Elementary School, where there were no bilingual programs. However, this type of immersion did not negatively affect her scholastic performance. Cindy Jimenez went on to the University of Texas at Austin and is now working as the Deputy Director of Communications for the Democratic Whip, Nancy Pelosi.

Another person who succeeded without the "help" of LEP programs was, Stanford graduate, published author, bilingual education expert and opponent, Richard Rodriguez, was sent to an all white, Irish-Catholic school. When he first enrolled in the school, he had no English proficiency, but his teachers never thought about teaching him in Spanish. And Richard Rodriguez approves of this method. In an interview conducted by Scott London, Richard Rodriguez commented on the topic of his bilingual education saying,

Bilingual-education advocates say it's important to teach a child in his or her family's language. I say you can't use family language in the classroom - the very nature of the classroom requires that you use language publicly. If she (his teacher) were to say to me, 'We are going to speak now in Spanish, just like you do at home. You can whisper anything you want to me, and I am going to call you by a nickname, just like your mother does,' that would be inappropriate. That is not what classrooms are about. (Rodriguez)

Rodriguez has stated in many of his essays that the only effective way for Spanish speaking students to learn English is through immersion. He very curtly stated that, "language gets learned as it gets used." In other words, students that are forced to use the language, at the risk of not communicating at all, will typically learn to use the language.

One of the biggest problems that bilingual education programs create is the availability of language choices. Students can choose to speak in English or in Spanish. The problem with this is that students end up expressing themselves in a fragmented manner. Sometimes their ideas and emotions can be expressed in Spanish, sometimes in English, and sometimes their sentences are peppered with a little bit of each language. Although some people may think that it is nice for students to be comfortable in both languages, this mixture of languages, popularly known as Spanglish, indicates the exact opposite. Contrary to popular opinion, Spanglish is not a street movement. In the early 1970s it was one of the many absurdities that bilingual education advocates invented as a strategy to teach children English effectively. Typically students who express themselves in this manner lack a mastery of not only English, but their native language, Spanish, as well. Because they cannot express themselves in a capable manner in either language, they have to revert back and forth between languages in order to get their points across. In this sense bilingual education programs are robbing our Spanish-speaking students.

Not only are children given minimal instruction in English, but also their Spanish skills are also underdeveloped due to the necessity, on the part of their schools, to keep up appearances of giving these children quality instruction in English as a second language. Only about 5% of children in bilingual classes ever make it into English-speaking classes each year (Duignan). After six years of traditional bilingual education one student wrote, "I my parens per mi in dis shool en I so I feol essayrin too old in the shool my border o reri can gier das mony putni gire and I sisairin aliro sceer" (Duignan). This sentence is incomprehensible in both Spanish and English, and although it is a bit extreme this is the result of bilingual education for many Latino children today. It has become quite obvious that children in bilingual education programs are at a disadvantage. Asian, European, and African immigrants do not have the so-called luxury of bilingual education programs when they are enrolled into school. However, these three groups have consistently performed better in school, and have consistently maintained higher graduation rates than those of their LEP peers (NCES xi).

An overwhelming number of Latino parents have opposed bilingual education for their children. A Los Angeles Times poll, in October 1997, showed California voters favored limiting bilingual education four to one; Hispanics opposed it by 84%. Late in 2002 citizens of Santa Ana, California distributed petitions to recall Nativo Lopez, a Santa Ana School Board Trustee, because of his support of bilingual education. Soon after, the Mexican American Legal Defense and Education Fund (MALDEF), a group

which strongly supports bilingual education, complained that the petition wasn't fair because the Latino citizens of Santa Ana aren't proficient enough in English to understand the political process (McClure B17). However, many of these Latino citizens are products of the bilingual education program that MALDEF supports so strongly. In February, during a special election to recall Lopez, six out of ten Latino voters voted to remove him from office (Herndon B5). One hundred and fifty Hispanic families in Brooklyn's Bushwick district had to sue New York State to get their children out of bilingual classes. An affidavit to the court said a child was put into the bilingual program because he had a Spanish surname even though he spoke no Spanish.

Many proponents of bilingual education argue that it is impossible to expect children to learn English if they are not fully functional in their native language. Beatriz Lopez, mother of a LEP kindergartener in California, said, "Our principal told us English is better for the kids. If you go to China, and you don't understand Chinese, how are you expected to learn anything?"(Yi B1). If one were to consider this statement seriously, one would probably come to the conclusion that a person who wanted to learn something in China would be expected to learn Chinese. One cannot seriously argue that teaching children in Spanish will help them learn English.

Peter Duignan, who has written several books on Latinos in the United States, and now works for the Hoover Institute, said that:

Knowledge of English is an acquired, not an inherent, skill--anyone, white, black, or brown, can learn English. Immigrants line up to learn English because they believe that learning English will improve their prospects--and it does, significantly. English is the most widely used language in history. English is the language of science, technology, diplomacy, international trade, and commerce. Half of Europe's business is carried out in English, and more than 66 percent of the world's scientists read English. Eighty percent of the world's electronically stored information is in English. The world's forty million Internet users mostly communicate in English. Experts conclude that one-third of mankind speaks or understands some English.  
(Duignan)

This statement makes it abundantly clear that it is imperative that United States residents, whether legal or illegal, are at a huge disadvantage if they do not learn English. It is completely ludicrous to argue that teaching a child in his native language will help him to learn English. Ending bilingual education is not racist, it is not insensitive, it is not wrong. Ending bilingual education is the only way that Americans can assure that the thousands of Spanish speaking children who enroll in school each year will learn English. To allow bilingual education to continue, we are not only doing a disservice to ourselves, but we are doing a disservice to the children who are corralled into these ineffective programs.

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## **Prostitution's Negative Effects on Women**

**By Lauren DeNoia**

Arianne and her family had just been thrust into Ummao Village, a small town in northeastern Thailand. Arianne was a nice girl - well mannered and helpful to her parents, sisters, and baby brother. At first the baby had been quite a surprise to the family, but Arianne's parents were relieved to find it was a boy. After all, males in Thailand had much greater opportunity for work. Since Arianne's father lost his job in Bangkok, they've become very poor and had been forced into Ummao Village. The economic crisis spreading through Thailand had driven the family out of Bangkok, where Arianne's father had held a salaried job, into an agricultural area, hoping to start a profitable business on the land. However, business did not go well because rice farmers had to compete against imported, subsidized rice that kept the market price artificially depressed. This is why it was such a blessing when the family met with an elegant business woman who said she would offer Arianne the privilege of receiving a good, city job, even though she had only had four years of schooling. Her mother and father were so proud and encouraged her advancement in the business world to financially help the family. When Arianne left with the woman, she was brought to another province, where she was "sold" to a brothel for a few thousand dollars. The brothel was owned by an "investment club" whose members consisted of businessmen, government bureaucrats, and local politicians who left management up to a pimp and a bookkeeper in order to maintain their credible reputation. Arianne, young and vulnerable and determined to aid her family, was brought out back and raped by her boss every night until initiated into prostitution. Arianne was abused. Unsatisfied customers would punch and kick Arianne until her eyes were purple and her legs were limp. Her pimp would beat her with a metal bar when she threatened to leave. Arianne experienced post-traumatic stress disorder, acute anxiety to depression, insomnia, depersonalization, the effects of HIV, and the intrinsically traumatizing state of complete emotional and physical numbness. One night Arianne attempted to escape, but was found by a police officer (who got a percentage of the brothel profits) who brought her right back to the pimp's malevolent blows. As a further punishment, her debt was increased from \$3000 to \$8000, a difficult payment, especially along with money for monthly rent and food, and with her meager earnings of \$4 per customer. Just to pay her rent, she had to have sex with 300 men a month. Three hundred men. Arianne was 14 years old (Leuchtag, 2003).

This is the kind of traumatizing experience which most poor, vulnerable women that enter the field of prostitution go through. Prostitution can be defined as the act or practice of engaging in sex acts for hire. In this case, the "hiring" is done through trafficking. Trafficking, according to Donna M. Hughes, is any practice that involves moving people within and across local or national borders for the purpose of sexual exploitation. Trafficking may be the result of force, manipulation, family pressure, past and present family and community violence, economic deprivation, or other conditions of inequality for women and children (Hughes, 2000). With this as the case, elimination of prostitution is necessary to decrease women's mental health problems, negative image, and exploitation by organized crime, created by social, political, and economic instability.

"Trafficking in women for the purpose of sexual exploitation is a multi-billion dollar shadow market" (Hughes, 2000). Organized crime may be one of the most lucrative business organizations known in the world, and prostitution may be one of the most discreet ways to get away with it. Third World countries in Asia, such as Thailand, the Philippines, Ukraine, and some parts of Russia are of the most popular sites for exporting prostitutes due to the high rates of migration. These less developed states, in pursuit of economic, political, and social expansion through transnational links, often cannot contain criminal activities (Hughes, 2000). The sale of women as a commodity is common through these locations in the forms of sex tourism (an attraction to a particular destination based on the extremity of sexual services), mail order brides (the sale of third world women over the internet to interested buyers in developed countries), and prostitution in brothels (Bertone, 2000). Prostitution also gives headway into other types of organized crime, since trafficking serves as an accessible means for money laundering (prostitutes. money is used by pimps to buy legitimate businesses and properties ) and the sale of drugs. Pimps who also partake in the selling of illicit drugs either hire prostitutes already hooked or allow their employees to become addicted to the drug being sold, usually crack cocaine (Maxwell, 2000). This way, drugs can be transported inconspicuously through trafficking/migration, and the prostitutes will be stuck in a threatening economic turmoil with a sickening sexual twist, which will allow just enough money to pay for the next "hit," creating a cycle where the pimp solely controls both means of organized crime. According to Kathleen Barry, these pimps allow, "men [to] buy not a self but a body that performs as a self, and it is a self that conforms to the most harmful, damaging, racist and sexist concepts of women." (Farley, 2003). This accusation refers to organized crime through the concept of Functionalist Psychology, or how the mind functions to adapt us to our environment. Founder, William James (1842-1910), claimed that the human mind or consciousness adapts to its surroundings in order to survive (Coon, 2003). Prostitutes adapt to their environment through dissociative disorders, where they dissociate themselves from their own emotions and develop an inert kind of consciousness in order to continue with the grueling sexual abuse forced upon them day after agonizing day.all in order to survive. This kind of organized crime uses and abuses women, enough to distort the worldview on femininity.

"[In] 1991, police in a southern California community closed all rape reports made by prostitutes and addicts, placing them in a file stamped 'NHI.' The letters stand for the words 'No Human Involved'" (Qtd Fairstein in Farley, 2003). Women in prostitution are constantly being denied civil rights. As criminal networks continue corrupting government officials through bribes, policies gradually change from occasional ignoring of illegal activity to providing protection for pimps by impeding legislation that would have hindered the activities of the offenders (Hughes, 2000). This allows for the continuation of women to be exploited, beaten, raped and enslaved. There is a blatant disregard of the civil right to be free from torture and cruel and inhuman or degrading treatment in prostitution (MacKinnon, 1993). Women are mutilated and murdered everyday, merely to serve as "warning signs" to competing pimps and traffickers, and as examples to other prostitutes who threaten to leave (Hughes, 2000). Accompanying this atrocity, naturally, is the pure disregard of the right to life, especially when it becomes a sexual act. Furthermore, imagine living without the right to privacy. Women in prostitution have no space they can call their own, not even inside their own skin. There cannot be a true democracy, in any country, as long as women can still be viewed as " potential commodities to be recruited, bought, sold and enslaved" (Hughes, 2000).

Women, as prostitutes, are additionally denied the civil protection from arbitrary arrest. Criminalizing acts of prostitution turns women into criminals for being victimized as women; thus depleting the image of women as a whole. Women develop a sense of inferiority, spurred on from the legal, social, and sexual victimization created through prostitution (MacKinnon, 1993). Sigmund Freud would argue that all women develop this sense of inferiority through their subconscious being exposed to the acceptance of violent and sexual behavior being heartlessly forced upon women (Coon, 2003). Prostitution also brings infectious and sexually transmitted diseases, physical and mental damage from violence, drug and alcohol addictions, depression and other psychological troubles from the immense trauma formed by the neglect of simple civil rights (Hughes, 2000). The elimination of prostitution is necessary to decrease women's mental health problems, negative image, and exploitation by organized crime, created by social, political, and economic instability.

The trafficking, auctioning and the purchasing of women, shaped from these instabilities, can be closely related to the 18th and 19th century slave trade. A study of street prostitution in Toronto presented that 90% of the population wanted to leave prostitution but couldn't (MacKinnon, 1993). A pole in Ukraine stated that 75% of women don't even know that they are being forced into prostitution (Hughes, 2000). How can it be said, then, that prostitution is taken up by the freedom of choice? Most prostitutes are driven by economic despair and large-scale violence; no part of it is voluntary (Hughes, 2000). What women would voluntarily put herself in position to be exploited, beaten, raped and enslaved? Catharine A. MacKinnon points out this simple truth, "[In the past, we had a women's] movement which understood that the *choice* to be beaten by one man for economic survival was not a real choice, despite the appearance of consent a marriage contract might provide... Yet now we are supposed to believe... that the *choice* to be fucked by *hundreds* of men for economic *survival* must be affirmed as a real choice." (Italics mine Farley, 2003).

"The United Nations, in a 1998 report by its official labor agency, the International Labor Organization, blatantly legitimated sexual exploitation as an appropriate, key component of gross national product, calling upon governments of poorer countries to take economic advantage of 'The Sex Sector'..." (Wilson, 2000). This sick, sexual government proposition displays how women are *not* given the ability to make an equal choice. They are viewed as purely a commodity, and that is precisely how they come to feel. Feelings and behaviors due to an unconscious persuasion is called Psychoanalytic Psychology, which can explain why women enter prostitution. (Coon, 2003) For example, racist stereotypes are displayed through media, pornography, and an abundance of strip clubs that are located in Black neighborhoods. The subconscious paradigm created, and with the edition of lower opportunity for education and career, causes many Black women to turn to prostitution in rough economic situations (Nelson, 1993). The subconscious also leads women of all cultures to prostitution when they've had a history of child abuse or experiences of incest or violent and sexual assault, prompting depression or mania in adult life (Kamsner & McCabe, 2000). *Any* social abandonment experienced can draw a mind right into the deceitful hands of a pimp.

Pimps take advantage of these situations by causing constant economic and psychological reliance. Pimps fake intimate relationships with socially and economically displaced women in order to obstruct their "normal development of self-expression and

[their] recognition of an autonomous identity" (Giobbe, 1994). Pimps use methods of "isolation, verbal abuse, economic control, threats and physical intimidation, ...and sexual assault" in order to control prostitutes (Farley, Baral, Kiremire, and Sezgin, 1998). The prostitutes then develop a sense of worthlessness resulting in changes in personality, emotion, consciousness, self-perception, relations with others, and systems of meaning (Farley, Baral, Kiremire, and Sezgin, 1998). It's no surprise women in prostitution have a mortality/ suicide rate 40 times higher than the national average (Farley, Baral, Kiremire, and Sezgin, 1998). Their apparent psychological suffering is also known as Post-Traumatic Stress Disorder; an extreme traumatic stressor involving direct personal experience or witnessing of an event that involves actual or threatened death or serious injury; or other threat to one's personal integrity. Symptoms include regression of "certain kinds of awareness and memories, disembodiment, dissociation, amnesia, hiding one's real self-depersonalization, denial" (Farley, Baral, Kiremire, and Sezgin, 1998). For example, a woman who was exploited through militarized sexual services may have agonizing, mental flashbacks on the 15th and 30th of every month. U.S. military paydays. Yet, serious psychiatric illness from physical trauma is experienced more by prostitutes than *combat troops*! (Zuger, 1998). PTSD also increases the risk of substance use disorders. Alcohol, nicotine, and other drug addictions are increased significantly in women trying to relieve distressing symptoms of trauma (Breslau, Davis, and Schultz, 2003).

Rehabilitation and therapy is provided for prostitutes stuck in these unhealthy economic traps through foundations like the Path of Hope. These women are now also able to be aided through Health Care Referral assistance, support groups, tutoring/scholastics, job training, transitional housing, financial counseling, and Legal Referral assistance ([pathofhope.com](http://pathofhope.com)). Legal assistance is further provided through OPTIONS (mental health court). This program recognizes that these so-called sex crimes are often committed by poor and/or homeless women for means of survival. Jails are "unable to properly treat the seriously mentally ill, particularly when they had multiple problems that included exposure to trauma and abuse, substance abuse, neurological complications, and medical conditions" ([drronaldlevant.com](http://drronaldlevant.com)). Everyone knows that prostitutes don't belong in jail. It's the social, political, and economic instabilities that are putting women's *image* behind bars!

Some regions have tried to make prostitution legal in order to alleviate this problem. Germany has made prostitution legal for European citizens. While it is perfectly legal for males to participate in prostitution and for pimps to run brothels, prostituted women are both victims of trafficking and of being foreign citizens (Hughes, 2000). Legalizing prostitution only serves in providing increased difficulties in holding traffickers liable for their actions. According to Michael Platzer, Head of Operations for the United Nation's Center for International Crime prevention, "The laws help the gangsters. Prostitution is semi-legal in many places and that makes enforcement tricky. In most cases punishment is very light" (Hughes, 2000). With such rules of enforcement, traffickers are often able to avoid conviction, thus facilitating not only the suppression of women, but also a smoother means for transnational criminal networks to operate undetected. Prohibiting sexual services, not only increases security, but helps eliminate the violence that stands in the way of women's equality.

Prostitution originated for many reasons, but none of them in favor of women's equality. The constant abuse and degrading of morality prostitutes face, only worsens the psychological damage put upon women from lower economic positions. Allowing this to go on does not support the freedom of choice, but rather the negligence of equality in women's image. International crime networks are thriving off this malicious consumerism. In the name of *patriotism*, is this the kind of business that should be supported? There is only one way to put an end to this corruption of mind and money. The elimination of prostitution is necessary to decrease women's mental health problems, negative image, and exploitation by organized crime, created by social, political, and economic instability.

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# Mourning Glory

By Mark Cassetta

Grief is an emotional state that people perceive as a normal reaction toward death. What many people are unaware of is that it is influenced or determined by several factors. Age, maturity, an individual's personality, and gender, all contribute to the perplexity of coping with the loss of a loved one. In particular, all of the aforementioned play a prominent role in Alice Sebold's *The Lovely Bones*, a novel in which a family, the Salmon's, are devastated to learn that the oldest daughter Susie has disappeared and is subsequently classified as deceased. Consequently, Jack Salmon (the father), Abigail Salmon (the mother), Lindsey (the younger sister), and Buckley (the younger brother) are all suddenly forced to deal with an overwhelming sense of bereavement. Ultimately, through various methods of coping, the Salmon's relationship with one another is guided in the right direction of moving on and living their lives to the fullest together.

Mr. Salmon probably has the most difficult time dealing with the loss of his daughter. His response to Susie's death is typical of most parents in this situation; he's at first optimistic about the possibility of Susie's return, then his attitude shifts towards a suspension of disbelief, meaning he is shocked at the prospect of losing his oldest daughter. After he realizes Susie is dead, he blames himself: "The guilt on him, the hand of God pressing down on him, saying, *You were not there when your daughter needed you*" (58). This is a normal reaction for a father who recognizes that as a man and father he is responsible for protecting his family from physical harm as well as providing them with a sense of security. In the case of Susie, his failure to do so results in emotional distress and tremendous grief, which in turn leads to a personal mission that he establishes for himself: to find the killer of his daughter and bring him to justice.

In addition, Mr. Salmon places an even greater emphasis on ensuring the safety of his remaining children, Lindsey and Buckley. In fact, he finds comfort by helping and nurturing Buckley. Still, Mr. Salmon refuses to give up on the memory of his daughter, and this is evident by his reconstruction of the family's guest room into his own personal den. Although his den initially creates anger and frustration, i.e. "he [lines] the ships in the bottles on his desk...those [Susie and he] had made together...and smashes them" (46), it eventually becomes a sanctuary, a place that provides him with great comfort. It is in his den where he begins to find a means for reminiscing while simultaneously struggling to find closure.

In stark contrast with her husband, Mrs. Salmon deals with Susie's death by removing herself from the situation completely; this is not a sudden move but is rather a gradual process that stems from her premarital ambitions and reluctance to be a mother. Mr. Salmon often calls her "Ocean Eyes" and this is for good reason because her eyes are seemingly bottomless and empty, devoid of any feeling or emotion. When Abigail fully realizes the fact that Susie has been killed, her repressed feelings of independence create an urge to distance herself from other loved ones. A solution to this is to release herself from the binds of marriage and have an affair with the chief investigator of Susie's murder, Detective Len Fenerman: "[Abigail] told Len to meet her at a loud and raucous store in the mall near the grocery store...the kisses...came down my mother's neck...They were whispers calling her away...from her family and from her grief. She followed with

her body" (194; 196). Consequently, this temporary physical escape leads to her serious contemplation of separating from her husband and beginning a life that she has always coveted, one of self-reliance and self-satisfaction: "What she wanted most was to be that free girl again." Abigail's final decision to pursue this personal dream creates further difficulties for the Salmon family. In fact, Abigail lies to Lindsey during a particularly vulnerable moment: "'Are you going to leave us,' Lindsey asked. My mother wobbled. How could she say what she already knew? Instead, she told a lie. 'I promise I won't leave you'" (207). By leaving her family, she intensifies the emotional instability that already exists, and in turn inhibits the other family members' progress in coping.

Another female of the Salmon family struggling to redefine herself in the wake of Susie's death is Lindsey. Basically, Lindsey's discovery of her sister's death is best represented by her reaction upon hearing the horrific news: "Lindsey sat down at the kitchen table. 'I'm going to be sick,' she said...then she threw up, as she had promised" (22-23). This physical reaction to her sister's death marks the beginning of her coping period in which she becomes increasingly stoic. In conjunction with her being emotionally numb by this tragedy, she realizes she must now face a gauntlet of people at school pointing, gossiping, and attempting to console her during her grieving process. In fact, while trying to courageously maintain her composure by returning to school and regain some sense of normalcy, she is ushered into the principal's office; "[She] worked on hardening herself... *Make yourself small and like a stone*... 'Lindsey,' Principal Caden said, 'I received a call from the police this morning. I'm sorry to hear of your loss.' She looked at him [and said] 'What exactly is my loss?'... 'I wasn't aware I had lost anything.'" (29-31). Unfortunately, Lindsey's not even talking to herself or pretending that nothing happened produced no permanent comfort. As she is haunted by the memory of her sister more and more, she becomes acutely self-aware of her physical resemblance to Susie and thus "...avoids mirrors [and takes] showers in the dark" (59). Moreover, after several isolated moments to herself, Lindsey decides to cope in her own private manner: "'I want to be alone,' Lindsey said. 'I'm here if you need me,' [Mr. Salmon says]. 'Look, Dad,' my sister said, making her one concession for him, 'I'm handling this alone.'" (60-61). It is through this display of inner strength, in relation with help from her boyfriend Samuel Heckler, that later translates into her ability to move on.

Perhaps the one least affected by Susie's death is Buckley. Being only five years old at the time of his older sister's death, he is too little to fully comprehend the enormity of such a tragedy. Also, since he is of such a tender age his parents are prone to shelter him through "white lies." For instance, "[Mr. and Mrs. Salmon] had told [Buckley that Susie] was on an extended sleepover at Clarissa's," (23) which is clearly an excuse to conceal the potentially traumatizing truth. Thus, Buckley is left oblivious for as long as possible and whenever he inquires as to the whereabouts of Susie he is distracted and misled. Finally after weeks of avoidance, Mr. Salmon tells him the truth by subtly implying Susie's death in a non-traumatic fashion: "'See this shoe,' my father said. Buckley nodded his head. 'Susie is dead...Do you know what that means?' Buckley reached over with his hand and covered the shoe" (68-69). As Buckley grows up he becomes further affected by Susie's death, because her death is the catalyst that leads to the disintegration of his parent's marriage.

As the year's progress and Mrs. Salmon leaves her family, Buckley goes through a dolence. In relation to a newly acquired sense of self-consciousness, his perception of

life is greatly broadened. He begins to understand the circumstances and consequences of Susie's death, such as the deteriorating condition and reclusive behavior of his father. He even recognizes the source of his mother's abandonment eight years earlier and the strain Susie's murder has on everyone close to him. Yet, he is angered by his mother's departure, which leaves his father with the full responsibility of raising him and Lindsey. Accordingly, Buckley partially blames Susie's death for all the family's grief and sorrow. This is evident when he releases his pent up emotions on the subject and channels it towards his father: "'You have to choose. It's not fair,' my brother said. I watched Buckley flare and light... 'I'm tired of it!' Buckley blared.'" (256). Furthermore, he later releases his animosity towards his mother when she attempts to reenter his life by uttering that all encompassing phrase "Fuck you" (268)

Still, despite the suffering and structural damage inflicted on the Salmon family, they frequently help comfort one another. As mentioned, Mr. Salmon finds peace in looking after Buckley and tucking him in every night. He also periodically checks in on Lindsey. In return, Lindsey assists her father in the investigation of Mr. Harvey, Susie's killer. Reciprocating the favor of all the years of fatherly devotion, Buckley takes care of Mr. Salmon as he grows frailer due to his inability to let go of Susie's death. Furthermore, Lindsey becomes the responsible older sister of Buckley by comforting him: "She reached out and grabbed [Buckley] and squeezed him to her... 'You are so special,' she said to my brother. 'I'll always be here, no matter what.'" (208). Speaking in such a way shows Lindsey's quick transformation from middle child to older sister that is now in charge of protecting her brother.

Besides forming a support group, all members of the Salmon family alleviate their individual grieving periods through many personal methods. Mrs. Salmon obviously decides it is best to travel cross-country and start a new life, free from the burden of childcare. On the other hand, Mr. Salmon finds solace in his hermit-like den where he surrounds himself with mementos of Susie. On account of this, the healing ability of keepsakes is consistent throughout the novel for all family members as they sporadically visit Susie's room and remove Susie's possessions. For example, Lindsey takes her picture of Abigail in her most natural and honest state as well as one of her pins; Buckley takes the twig that he almost chokes on in addition to the Monopoly shoe-player piece that Susie always used. Moreover, Lindsey wears some of Susie's clothes and Mr. Salmon harbors all of her "wildlife photographer" pictures. It is these mementos that carry sentimental value and serve as a reminder of the special place Susie holds in all of their hearts. By doing so, these keepsakes aid each family member in the difficult process of letting go.

The events that transpire as a result of Susie's death may lead one to consider whether or not grief functions as a productive or non-productive dynamic for the Salmon family. In terms of Mr. Salmon, grief turned out to be counterproductive, in that he became obsessed with bringing a sense of closure by personally solving the investigation of Susie's murder. As a result, it consumed him by taking top priority in his daily life. In contrast, Abigail's grief was transformed into an opportunity to actualize her seemingly forgotten aspirations, so in that sense it was productive and therapeutic. However, mourning Susie's death and taking the easy way out by avoiding all those associated with her death resulted in a rift between her and the rest of the family, one that may never be fully reconciled. Similarly, Lindsey's grieving process was productive because as she

initially grieved alone, she grew stronger, able to combat and deal with adversity in a solitary state. Also, her grieving was cut short or significantly ameliorated by the discovery of love for Sam Heckler. As for Buckley, it's difficult to determine the productivity of his period of grieving. Because he was so young when Susie died, grieving wasn't really involved in his case. It was more along the lines of anger and confusion as he witnessed his parents and older sibling undergo emotional distress.

Grief is not solely influenced by gender, rather it is primarily shared between age, maturity, and individual character. Of course, stereotypically it can be perceived that men are supposed to be stronger and less emotionally sensitive than women, but this is proven false by Mr. Salmon's frequent episodes of crying. Additionally, both Mr. and Mrs. Salmon may have experienced personal loss before, albeit by the death of a parent or a grandparent, so they are better "equipped" to cope with loss. This is not so with Lindsey and Buckley, for it is Susie's death that serves as their first experience with personal loss. Therefore, it is safe to assume that it may be tougher for the children to cope. Still, Mr. Salmon appears to have greater difficulty with Susie's death than Buckley for the simple reason that he had a more profound attachment and played more of an instrumental role in her life. Overall, gender influences grief but only to a certain extent; it can contribute to the degree of severity grief has on a person, yet once it reaches a certain point, other factors begin to take precedence over one's reaction to bereavement. Ultimately, overcoming grief relies upon one's personality and ability to readjust their lives and move forward. In whatever way grief is influenced, one thing is for sure: it is a natural process or emotive mechanism that is part of dealing with tragedy. It is one in many stages that leads to the road to recovery.

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## **Small College Needs Big Change**

**By Mathew Shoemaker**

Laws, Rules and Regulations are a necessity in any society. Such forces are the glue that binds a society and allows it to remain intact. A society without rules or laws would be a chaotic one, and would quickly crumble at the hands of its unregulated citizens.

Law is defined in the Merriam-Webster Dictionary Online as "a binding custom or practice of a community: a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority." Laws are typically set forth by leaders, but in societies such as the United States of America, they are also approved by the people. This is considered a democratic society or a society run by the people through voting at elections. The laws created by such leaders, are usually put forth in the best interests of the people who are to abide by them. It is possible; however, that some laws do not follow this method, and although they may seem beneficial to society, they are, in fact, counterproductive.

An example of such laws, are the acts of Prohibition in the 1920s. These laws prohibited the purchase or use of alcohol, a law that angered many of the citizens of the United States. When a government sets forth such a law that is disapproved of by the citizens, it is the job of the government to reevaluate the law and determine its validity. In a situation such as that of prohibition, the government decided that it was not acting in the best interest of the people and abolished the law. It is important for ruling factors such as the government to maintain control and power, but it is even more essential that they are able to recognize when they are acting unjust and to alter the rules to be more suitable for certain situations. This is the current problem at Marist College.

Marist College is a private coeducational institution that was formerly a Catholic institution. Founded in 1929, the college still maintains some of its old rules, despite the fact that many other colleges have done away with them. Some of the rules that are the most heated topics of debate are the rules of residency at Marist, in particular, guest policies as well as curfew policies. It is current Marist policy that guests are only able to visit a resident during weekdays and are only allowed to remain overnight at the college on Fridays or Saturdays. In order for a guest to be allowed on the campus at all, a guest pass must be obtained by the student host. For a same gender guest, accommodations can be made easily, as they are allowed to remain in their host's room; however, a guest of the opposite sex is not. This causes the student host to have to find another host for the guest who is of the same sex. This "special accommodations" host must be with the guest when the guest tries to enter the building after a certain time. This policy applies not only to guests, but also to residents.

A Marist student visiting a freshman dorm other than their own must vacate the premises by 1:00 A.M. on Sunday through Thursday, and 2:30 A.M. on Friday and Saturday. Within one's dorm, males may remain in other males' rooms, as long as they please. The same is customary with females in other females' rooms. Females; however, must follow the rules of curfew even in their own dorms if they are visiting a male and

vice versa. Infraction of any of these rules results in loss of priority points that are used towards better housing.

The rules set forth by Marist are counterproductive to the student body and inappropriate for college students. College is an introduction into the "real world" and is meant to accustom people to living on their own, and learning the rules of citizenship. Reduction of the rights of students through the imposition of ridiculous rules, leads to rebellion by certain students who feel wronged, disregard of rules by students who would normally be law abiding citizens, and improper understanding of the expectations which will be faced upon entrance into the world as an adult.

Those in agreement with the current policies at Marist College have presented numerous arguments, which favor support of the rules and regulations.

It is felt by some members of the administration that the current guest policy should remain in effect as a way of maintaining respect in regards to cohabitation. A large part of living at college is the aspect of having roommates, who, in many cases, are strangers. The administration argues that if the guest policy were abolished, roommates who have only been acquainted for a short time will have difficulty denying each other the right to having a guest over if it was inconvenient for one of the parties. "It would put a person in an awkward position, especially if a girlfriend or boyfriend spent the night. No one wants to be the bad guy though, so many kids would not say anything to their roommate," said brother Michael Williams, a mentor at Marist college. If a person is decent and respectful, this should not be an issue. Not everyone is going to be lucky enough to encounter a person who possesses such qualities, and it is in these cases where a person must act in their own best interest by standing up for themselves.

While it is indeed difficult to stand up to a person who is relatively unfamiliar, it is a task that is going to be necessary throughout life for a person to avoid being taken advantage of. Whether it is in occupational or social situations, people who do not defend their beliefs, views and requests, will surely be walked over by those who do. While much of the student body would not have a problem addressing such a situation with a roommate, those who would must come to the realization that such tasks are commonplace in life outside of college. In a recent survey I conducted, forty-six out of fifty students claimed that they would have no problem denying their roommate the right to having a guest if it was inconvenient for them. Learning to deal with such difficulties in college will ease the harsh transition to the workaday world. Learning how to handle such tasks is one of the numerous rights of passage into adulthood. Adulthood differs largely from childhood or the teenage years, especially in regards to social and educational relationships, responsibilities and sexual interaction.

It is the aspect of sexual interaction, which the administration has focused on as another argument against abolishment of current policies. Members of the faculty argue that if the rules regarding opposite sexes having curfews in each other's rooms were to be removed, a large amount of sexual activity would take place. "Parents especially would like to see these rules in place," says Williams "much of the cause for the policy is to show that the school does not encourage such behavior." In the State of New York's code of laws, eighteen years of age is prescribed as the suitable age at which sexual interaction is permissible by law and not in violation of any statutory offenses. Statutory rape only

comes into question with victims of certain ages. "If the victim is under 11, this constitutes a 1st degree sexual offense. If the victim is under 14 and the perpetrator is over 18, this constitutes a 2nd degree sexual offense. If the victim is under 17 and the perpetrator is any age, this constitutes a misdemeanor sexual offense. It is an affirmative defense if the accused is less than four calendar years older than the victim" (New York City Alliance against Sexual Assault). This has been decided upon based on the ability of persons of such an age to make responsible decisions.

If the state says that such interaction is legally permissible, then why should Marist care whether such interaction is occurring between students? Furthermore, restrictions such as curfew will not prevent sexual activity between students. If two people want to engage in sexual activity, they are going to do so whether it is during the day when there are no restrictions or somewhere off campus at night. Marist is not legally liable for anything that results from consensual sexual activity between two students and therefore should not restrict students' rights in an attempt to prevent such acts.

It is overwhelmingly evident that the rules and regulations set forth by Marist College are focused in the wrong direction, and are, in turn, serving an injustice to the student body.

The tight constrictions placed on residents, especially in the freshman dorms, have caused an outbreak of mischievous behavior. This comes as a result of students feeling wronged by rules, which they find inappropriate. I have witnessed many acts of rebellion on my floor of a freshmen residence hall. Thousands of dollars of fines have been incurred through countless acts of vandalism. Butter and cookies have been spread across the walls and floor of the hall, the number signs on the walls have been stolen, holes have been punched in the walls and the toilet paper holders in the bathroom have been ripped from the stalls. These are just a few of the acts, which have been brought against our hall.

While this behavior is indeed inappropriate, it is evident that it is committed out of frustration caused by the ridiculous constrictions. "I never stopped caring about the rules, I just get frustrated with them sometimes," comments a student who would like to remain anonymous. "I remember earlier in the year I had just been written up for some small infraction, and my roommate went into the hallway of our dorm and started swearing at the top of his lungs out of frustration. He of course was written up too." It is abnormal for people to vandalize the place where they reside for no reason. No one likes to see horrific messes while walking to their room, whether they are a normal citizen or a mischievous delinquent, therefore these students are acting out in response to their aggravation with the rules.

In Doctor William Glasser's book Choice Theory in the Classroom, Glasser discusses how similar situations to what is happening in residential areas at Marist, often happen in classrooms. Glasser states in his work, "We are asking for the impossible when we look for ways to make students who are not satisfied stop trying to get what they want through behaviors like disrupting, using drugs or creative 'dyslexic' non-reading behaviors" (Glasser 58). The same applies outside the classroom with rules of residency. The only way to get residents to stop acting out through vandalism is to restructure the rules so that they are more satisfying. "If we can restructure schools so that they are more satisfying, we can expect many more students to be patient when they are frustrated"

(Glasser 60). It is evident that students are unhappy with the rules at Marist, which reduce their rights; and as a result, they are acting out. While it is far less than the majority of students who are acting in such a manner, there is a much larger number of students who attempt to bypass the rules.

It has been common throughout history for people to attempt to find ways around laws that they find to be unjust, whether the methods of doing so were legal or illegal. A great example of this was in the 1920's known as the prohibition era. This was a time period where consumption and sales of alcohol was illegal in the United States. When alcohol was banned from the country, people were no longer able to enjoy what had long been a tradition for them. "It changed the tastes of respectable people from wholesome beer and honest wine to the deplorable and depraved concoction known as bathtub Gin" (Clark 145), states Norman H. Clark as he discusses this era in his book Deliver Us from Evil. "Samuel Eliot Morison's *Oxford History of the American People* (1965) indicates that during the 1920's 'every city became studded with 'speakeasies' to replace the saloons, almost every urban family patronized a local bootlegger...Bravado induced numerous young people to drink who otherwise would not have done so" (Clark 145). The families who were participating in such acts were otherwise, law-abiding citizens. The people of the time were so outraged that such a ridiculous law had been put into effect, that they decided to find ways around it.

This proves the statement "history repeats itself because the same thing is happening at Marist College. At the beginning of the year, a screen from a window in the kitchen of one of the freshman halls was removed by students in order to sneak people into the building after hours. Numerous students have been caught with other student's identification cards trying to enter buildings after hours. "Earlier this year I had a guest come up for the weekend, but I did not know that he would not be allowed to stay in the dorm for the weekend. When he got here. I had nothing to do with him so I tried to sneak him in using a friend's ID card," said that same anonymous student.

One of the biggest ways which students sneak around the rules is by having a "special accommodations" host sign off a guest pass saying that they will house a guest for another student due to a gender issue, and then when the time comes the guest just remains in the room of the person whom they are visiting. "Guest passes are a nightmare," commented an entrance security guard, "They are not policed when they are given out, and students do not even know what is expected of them when they host a guest."

A more tragic event occurred recently as a result to a situation where a young man who typically follows the rules was trying to sneak into a female's room after hours. The student climbed up over the doorway of one of the freshman dorms in an attempt to sneak in through a window, but slipped and fell head first, fracturing his skull. The student was rushed to a hospital where he recovered after missing an extensive period of classes. "I don't remember much of that night. I wanted to go see my girlfriend, but apparently that did not work out," said the student involved in the trauma.

The counterproductive rules set forth by Marist College have caused numerous students who respect authority, to find ways to sneak around the rules. These rules are

sending the wrong message to students, giving them false expectations about what is expected of them when they graduate as far as rules of life are concerned.

After graduation, there are no laws about cohabitation with the opposite sex or curfews determining when a person may visit another's residence. Instead, the laws of society are aimed at bettering society. While Marist places much of its focus on guest policies and curfews, there are other more important lessons which students should learn about being independent residents. Marist does address some realistic issues that might occur in life outside the college, but they do it in an unrealistic manner.

Noise violations for example are punishable in society by a fine or even in extreme cases arrest. At Marist, students are written up and lose priority points. As one Marist student said, "They (administrators) made many empty threats saying that the next time we acted out we would be disallowed from housing next year. They never carried through with any of them." Vandalism is considered under New York State penal law as criminal mischief. While these are considered non-violent felonies in most cases, they can carry a hefty fine, probation or a typical jail sentence of one to three years. The maximum jail sentence received for the most serious non-felony criminal mischief offense (class B) could be twenty-five years (New York Criminal Court Arraignments Information). Although at Marist a small fine may be imposed on a person who is caught vandalizing school property, the person responsible often goes unidentified, therefore, causing whole floors or even buildings to be fined. In reality once a person is out of college, they are not going to have to pay if their neighbor decides they want to go on a vandalism spree.

Marist College has placed the wrong focus on their rules of residency. The unrealistic rules set regarding guests and curfews, are only serving an injustice by misinforming students about what will be expected of them upon graduation. Rules which inappropriately restrict students cause rebellious acts by some disgruntled students, disregard of rules by students who are typically well behaved, as well as a rather distorted image of what expectations will be faced after college. This is abundantly evident through numerous encounters that have occurred at Marist College alone. Dorms have faced thousands of dollars in vandalism done by residents of these facilities. Numerous students have been caught sneaking people into buildings by way of windows, fire exits or even the use of another person's identification card; some have even been injured while attempting to perform such acts. The students, who act out, are well aware that there are penalties for violations of school policies. The punishments; however, are unrealistic in comparison to those imposed by the American penal system and are rather lax. These students are not only being forced to follow rules which will not be encountered even in the slightest sense after college, but they are also learning that failure to follow rules or laws only results in minor penalties; penalties which do not deter such actions.

The solution to this problem is rather clear. Marist and other colleges alike need to restructure their rules. Rules should be used to maintain an orderly and functional community, and should be applied in a righteous manner. A guest policy at Marist College would not be a bad idea. It is important to know who is in the building at certain times. The policy currently ensures this. The present policy could be improved if a few restrictions were removed from it. If it were changed so that guests could stay at Marist overnight any day of the week, the rules regarding guest policies would be more widely

accepted. If the gender issues regarding where guests are allowed to reside were abolished, the rule would still serve the students well, while also pleasing them. If rules are created in such a fashion, there will be little resistance from those who are expected to follow them. The school has already begun to change policies which impose curfews on Marist students in other areas of the college, which is a step in the right direction; however, there is much more work to be done.

The college should also change its penal system in order to better prepare students for the future. If the school used more fines and probationary methods as opposed to loss of priority points, students would better understand what would be expected later in life. This would also greatly reduce the problems the school is having with vandalism and other such rebellious acts. Alterations such as the fore mentioned, will allow for smooth implementation of the school. Students will also be better served for future expectations of society. Marist College is encountering a serious problem that must be addressed and corrected in order to prevent further mishaps.

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