

Legacy I

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Foreword From Our Editor

In the late fall of 2001, Joanne Gabel, Legacy's faculty advisor, approached me with the concept of a literary magazine, showcasing the talent and diversity of the students of Reading Area Community College. Would I, she asked casually, in that way she has, like to get together a few people to talk the idea over?

"Oh, okay," I answered casually, in that way I have. It sounded like an interesting proposal, and, really, how much time could it take? I mean, really.

I talked up the idea of being on the steering committee of a new publication to several people whose work, intelligence, and capabilities I respected (and who, not incidentally, I felt were unlikely to hit me), we called a meeting, and the next thing anyone knew, we had an editorial staff, a commitment, and a focus. We would publish the best research papers and non-fiction expository writing done by RACC students for RACC classes.

Several meetings later, thanks to Meg Culverhouse, we had a name for our brainchild, and flyers went up around the campus, inviting students to submit the work of which they were proudest. Until this point, I was still congratulating myself on what a nice, easy project this was. Then the papers began coming in.

I don't think anyone anticipated the interest that would be generated in Legacy. More than 40 papers were received, written for every class from Basics of College Writing to History of Film and Shakespeare to Advanced Nursing, written by both traditional and non-traditional students. The difficulty was in narrowing the field to allow for a publication that, unfortunately, couldn't be 500 pages long.

Each paper was distributed without the name of its writer, to avoid unintentional favoritism, read by at least three, and often more, staff members, rated, and thoroughly discussed and dissected. Many, um, lively exchanges ensued, and picking out only a few of what was an incredibly good collection of papers seemed, at times, an impossible task. I wish everyone could have the privilege of reading every paper submitted, as I did; failing that, however, be assured that we are presenting the best of the best of RACC's writing.

The Legacy staff would particularly like to thank Dean Diane Adams for her enthusiasm for this project and her support, and Joanne Gabel for her encouragement, input, help, and ideas. Naturally, however, the greatest thanks go to every student who participated. Your skills and talents are an affirmation of all the positive aspects of the community college movement.

It is the hope of the current staff that Legacy will continue long after we graduate, growing stronger and stronger with each issue. If the contributions to this inaugural issue are any indication, Legacy has an extremely bright future indeed.

Anna Deborah Ackner

Editor-in-Chief

Horses in Film: Abused for Entertainment?

By Kelly Chase



Animals have been used in film since moving pictures were first introduced. They offer entertainment to humans on many levels. "Animals actors don't have to talk to make you laugh or to steal your heart. They can be strong and fierce or cute and cuddly" (Wild 1). Animals play a wide variety of roles in the movies, and never cease to amaze their audiences with what they are capable of achieving. As Warren Epstein reported in the July 12 edition of *The Gazette*, "Animals in films were our rescuers, our attackers, our best friends" (1).

Unfortunately the treatment of these beloved creatures has not always been humane. Animal Rights have not always been in existence; therefore, many animals have been abused, injured, and killed during the making of movies. Some of the most heinous cases of animal abuse and neglect noted in filmmaking involve horses.

It is understandable why horses are so frequently used in the movies. Horses are represented in many facets of human history and lifestyle. They have been a part of human communities for thousands of years. Horses often

represent aristocratic leisure and status. Their association with cowboys and the Western movie is unparalleled. They were once the primary source of power and transportation. "Horses represent not just strength, but strength combined with beauty and grace" (Jasper and Nelkin 162). Their presence in period films is necessary to make the productions historically accurate. Nearly two hundred horses were used during the filming of the chariot race scene in the 1925 Fred Niblo film, *Ben-Hur*. Fortunately, it was reported that not a single horse was injured ("Forty-two" 405). This would probably relate more to luck than a deliberate attempt by anyone to ensure the safety of the animals. Many of the horses used in Westerns were not so lucky.

It is not surprising that so many horses were injured or killed during the making of Westerns, considering what horses were subjected to. In her book *West of Everything*, Jane Tompkins discusses what horses endured, in Western films, for the sake of entertainment. The horses were routinely whipped by stage drivers, they were forced to climb up and down steep hills, and they were forcibly driven through raging rivers. Horses were forced to pull heavy loads in the blazing sun. They were spurred, shot at, forced to jump through windows, and ridden through burning buildings. What horses endured in Westerns is similar to that which the heroes themselves endured, with one exception; the horses were not acting voluntarily (106-07).

The American Humane Association (AHA) has fought for animal rights since 1877, but it was not until the tragic death of a horse, during the filming of the 1939 Henry King film, *Jesse James*, that the AHA was given legal rights to monitor the treatment of animals in films. The horse in question was forced to jump off a cliff into a raging river. The device used to make the horse fall was a slippery platform called a 'tilt shute,' which when tilted up forced the horse to slip off the cliff. This is just one of the many cruel methods utilized in the movies to force animals to fall

against their will (Lieber 1).

The public was outraged and demanded action. This prompted the Motion Picture Association of America (MPAA) to grant the AHA legal rights to set guidelines and to monitor the treatment of animals on movie sets. The contract fell under the administration of the Hayes Office, which had the responsibility of setting the standards and practices of film making during that time.

Unfortunately, in 1966 the Supreme Court dissolved the Hayes Office, ruling that their practices constituted censorship. This meant that film companies no longer had to abide by the regulations protecting animals that had been set by the AHA (Lieber 1).

From 1966 to 1980 the American Humane Association tried to monitor the treatment of movie animals, but since film companies were no longer legally bound to have them there, they often refused to allow the AHA on their production sets. Gina Barrett, former Director of the Western Regional Office of the American Humane Association, stated, "During that period of time, frankly, animal abuse in film making grew again" (Mott 1).

Unfortunately, it took the death of another horse before reform was finally brought about, and animal rights were reinstated. During the filming of the 1979 Michael Cimino film, Heaven's Gate, a horse was severely injured when explosives were placed underneath its saddle, and the animal had to be euthanized. So, in 1980, the entertainment industry granted the AHA sole authority to protect animals used in film through a contract with the Screen Actors Guild (Lieber 2).

Filmmakers would now be required to notify the AHA in advance if any animals were to be used in their productions. The AHA seeks to prevent the mistreatment of any animal actors by reviewing scripts, working with the trainers prior to filming, and by being present on the sets to make sure guidelines are being followed. Although the complete list of guidelines and procedures is quite extensive, the AHA follows four basic principles:

- No animal will be killed or injured for the sake of a film production.
- If an animal must be treated inhumanely to perform, then that animal should not be used.
- Animals are not props! If an animal is used off camera as background or to attract the attention of an animal being filmed, the same humane guidelines must apply to that animal.
- Animal" means all sentient creatures including birds, fish, reptiles and insects (American Humane Association 1).

Once filming has been completed, the AHA publishes reviews of the movies describing how the animal action scenes were accomplished. They then rate each production based solely on the treatment of the animals. The movies are rated as: acceptable, believed acceptable, questionable, unknown, or not acceptable (Lieber 2-3).

The "No animals were harmed during the filming of this production" credit, which can only be issued by the AHA, is reserved for those movies that have received an acceptable movie rating. The 1998 Robert Redford film, *The Horse Whisperer*, received an acceptable rating. Live horses were used to 'set up' shots and then animatronic animals (robotic remote computer controlled replicas) were used when potential for injury to the live animal existed. Specially trained stunt horses were used in the scenes that showed rearing, bucking, or falling. The horse trainers stood just off scene and cued the animals using verbal and hand commands. The 1999 Steve Miner film, *Texas Rangers*, also received an acceptable rating from the AHA. Horse wranglers, trainers, and veterinarians were present on the set during the filming of all the animal

action. All actors who rode in the film were required to take horse-riding lessons. Specially trained stunt horses were used for this movie as well. Any gunfire in the movie was shot at least fifty yards from any horse or other animal, and limited amounts of gunpowder were used to reduce the noise level, and limit the chances of bothering or spooking the horses. These techniques would have been well served during the filming of the 1903 Porter film, *The Great Train Robbery*, in which several horses were caught up in a fight between law officials and train-robbers. The horses in that movie were obviously bothered and quite spooked by the mock shoot-out.

The AHA gives the believed acceptable rating when they have reviewed the script and consulted with the trainers but were not actually present on the set during the filming of the movie. The 2001 Brian Helgeland film, *A Knight's Tale*, received a believed acceptable rating. The horses used in the jousting scenes were trained falling and rearing horses that were also conditioned to wear armor, carry the weight of the actors in their costumes, and to race towards each other. AHA was told by the production veterinarian that there were no serious injuries, illnesses, or deaths of any animals used in the film. The AHA screened the film and asked for explanations of how some of the animal action was accomplished. Satisfied with their inquiry, they rated the film as believed acceptable.

A questionable rating is given when it is believed that, though no animals were intentionally harmed while making the movie, questionable practices were noted. The Matthew Warchus film, *Simpatico*, was given a questionable rating by the AHA. After being injured in an accident, a horse had to be euthanized. After investigating the accident, the AHA reported that no intentional cruelty had occurred. The film's credits contain an unauthorized 'no animals were harmed' disclaimer, which was not granted by the AHA. Therefore, the movie received a questionable rating.

An unknown rating means the AHA neither monitored nor were able to acquire any information regarding the animal action scenes.

A not acceptable rating is given to movies where deliberate cruelty towards animals has been proven. Many of the movies that have been rated as not acceptable involve cruelty towards horses. The tripping of horses is the most commonly cited reason why these movies received a not acceptable rating. In addition to the aforementioned 'tilt shute,' there are other cruel devices used to show a horse falling down. In the 1982 John Milius film, *Conan, the Barbarian*, horses were thrown into front somersaults with the use of tripping wires. The horses' ankles were cuffed with a wire that led to the rider. When cued, the rider pulled the wire, causing the horses' legs to be swept out from under them. One of the horses was forced to fall into, and over, pointed stakes. Horse abuse was also cited in the film's sequel, the 1984 Richard Fleischer film, *Conan, the Destroyer*. In this film, a horse was tripped with a 'toe tap.' A wire device was attached to the horse's front hooves and then held by the rider. The horse's head was pulled to one side, using the reins, while its front legs were swept out from under it. Not only did the AHA give these movies an unacceptable rating, they also encouraged moviegoers to boycott the films. The boycott resulted in the horse scenes being removed from the movie for its showing in the United Kingdom (*Conan, The Destroyer 1*).

There are other animal rights groups that fight for better treatment of entertainment animals. A few of these organizations are Performing Animal Welfare Society (PAWS), People for the Ethical Treatment of Animals (PETA), and the American Society for the Prevention of Cruelty to Animals (ASPCA). Unfortunately, none of these groups has any legal rights pertaining to the use of animals in film. "The organizations sponsor letter writing campaigns to film critics,

circulate lists of films to be boycotted, and urge their members-if they do see the films-to hiss and heckle during the animal scenes” (Jasper and Nelkin 161). The AHA remains the only animal rights organization that has been granted legal rights to monitor the treatment of animals in film.

The treatment of animal actors has improved greatly since the American Humane Association was granted the legal right to monitor their care and treatment while on film sets. Advances in technology have helped to make the job of the AHA easier. As Gina Barrett commented, “I think that what technology has done is really increased both the visual opportunities for filmmakers and the safety for animals at the same time” (Mott 2). It is now common for a film to use live, stuffed, animatronic, and digital animals. With the use of modern editing techniques, the combined usage of all these animal types becomes visually seamless in the final film version. Technological advancements also offer safer alternatives to risky animal action. This gives filmmakers the opportunity to realize their creative vision without jeopardizing the welfare of the animal actors (Heaven’s 1). It is a shame that any animals ever had to die for the sake of entertainment, but it is reassuring to know that organizations now exist to help prevent any future deaths of animal actors. As Alan Wild put it, “Animal stars are like humans at their best. They are loyal, brave, honest and helpful. That makes us love them—and their movies” (2).

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Imagination

By Kathy Zink



One wonders when the loss of our imagination and the innocence of childhood occurs, how time flies from the years of youth to the days of chaos and responsibility of adult life. No one ever looks back to remember the little things that amazed us so easily until there are tiny eyes that need to know everything around them. This thirst can help guide parents back to places of wonder that were once near and dear to them. Reminiscing, one can flash back in time to their own childhood, reliving dreams once forgotten.

Imagination has always been a part of everybody since birth. The problem is finding it once again. Having the right atmosphere is essential to jogging the memory to work like a television in the mind. A community park can help supply the surroundings to acquire this lost skill. Possibly, seeing a small creek could have young and old on a safari, searching for rare frogs, lizards, and crayfish. How many adults have ruined their

sneakers climbing the Alpine Mountains in a small creek as a child? Finding a safe haven among the mighty Redwood Forest while playing a game of hide and seek? Even if the tree is smaller than the person "hiding" behind it, is common to those who chose to see it that way.

Some may even see themselves as gold medallists in the Olympics for long distance jumping. This has been perfected over and over again by swinging higher than anyone else in the park. Some need to practice for weeks to master this skill, skinning knees again and again just to conquer the tears and gain the gold, which could be nothing more than a gold leaf found on the ground.

All adults have responsibilities that give them the feeling of spinning in circles, which never seems to end. From parenting, house cleaning, working a full-time job while going to school part time, to finding time to sleep becomes overwhelming. This is part of everyday life, but being spun on a merry-go-round could be like visiting a different world. Now, instead of being stuck in the insane adult world, there could be a whole new world to explore. By playing with a child in this new land, many can see how the younger mind of a child envisions stories that are told to them.

It could surprise many interested in trying this, but the places visited can be altered by the mood swing of the child playing in the new place. If the child is happy and carefree, the sun will shine and a rainbow in the sky will lead to a pot of gold. If sadness is the swing, expect rain clouds and an unhappy story of a hurt animal that needs help. Watch out for enemy trolls in the woods that need to be hunted down if the child is angry about something. Those are the days that a parent's imagination can help show that the mean trolls can be fun to play with; besides, trolls are aware of all the best hiding places for another game of hide and seek.

When there is a group of preschoolers playing together, watch and listen to what they are doing.

The ideas of the imaginary game are so simple yet so complex. In everyday life we have a boss at work, and in the games being played by the young there is a leader. Socially, at this age, it is also acceptable to have an imaginary friend or two, boss around or to make other kids jealous. Many adults still talk to themselves during daily tasks. Could this be from when they themselves were children?

Instead of reading them a story about "Once upon a time, in a far away land," tell them a memory. Memories can be about times spent at a park or in a neighbor's yard. The yard would be easy to find. It would be the one with the prize-winning flowerbed with all of the beautiful butterflies fluttering around. Explain what it is like to look up in the sky and watch a plane spell out the word TASTYKAKE, or ice skate in the early winter evenings on a basketball court. All adults have a "secret place" no one else has seen or that invisible friend that would talk only to them. These memories may introduce new ideas for a growing imagination. As adults, most forget that this is a wonderful lesson in creativity to teach the young; in return, they help parents remember the youth they lost.

Critical Care Patient Pathophysiology

By Penny Rickenbach

Introduction

P.C. is a 47-year old divorced Puerto Rican female, who has lived in the United States five years. Initially, P.C. moved to be close to her three children who reside here, but now lives by herself with her daughter next door. P.C. is retired. She has an allergy to aspirin and uses alcohol, cigarettes and caffeine routinely.

P.C. thinks, reads and communicates in Spanish. She is slow to respond to English and understands very little English; however, she says, "Nurse, I need," when she wants to express her needs. A nurse aid on the unit served as my interpreter.

The Catholic religion was stated on her chart, but no artifacts, crosses, or active praying was observed. Her family and friends did visit and serve as her support system.

P.C. was admitted on January 17, 2002, with esophageal varices that were bleeding. Her past medical history indicates two previous hospitalizations in 2001 for the same problem. Her past medical history is alcohol-induced liver disease, thrombocytopenia, pancreatitis, esophageal varices and chronic hepatitis. Cirrhosis of the liver is the primary concern with resultant portal hypertension causing esophageal varices, splenomegaly, and pancreatitis.

P.C. was admitted to the emergency department on January 17, 2002, with complaints of mid-epigastric pain, nausea, and vomiting of coffee ground blood.

Immediately an intravenous line was established for fluid replacement. Oxygen at 2 liters via nasal canula was started. A foley catheter was inserted for fluid management. Data was ordered for blood products, a type and crossmatch was done, revealing type A positive blood, and two units of packed red blood cells were ordered. Other laboratory data was ordered: CBC with platelets and 5 part differential, chem 8 STAT, urine culture and urinalysis, and ammonia, magnesium, protime, amylase, lipase serum values and a complete liver profile. An electrocardiogram revealed a normal sinus rhythm.

P.C. admitted consuming six aspirin, and one cup each of coke and coffee, which all could enhance bleeding, on the day of admission. She exhibited signs and symptoms indicating hypovolemia, an increased heart rate of 120, orthostatic hypotension and confusion. An esophagogastroduodenoscopy was ordered and revealed four bleeding esophageal varices, which were ligated and banded to stop the bleeding.

P.C. was stabilized by January 18, 2002, and transferred to a Medical-Surgical Unit for further observation.

After talking to a Registered Nurse, who has followed P.C. on two past hospitalizations, I gathered information. P.C. is an alcohol abuser who is non-compliant with treatment and follow-up social service program. She fully understands the consequences of drinking and realizes that she is putting herself in jeopardy by its continued use. She understands that she may die if future episodes of variceal bleeding occur, but does not want or does not care to change her lifestyle. I feel her coping skills may be lacking or she feels isolated and unable to control her problem.

Alcoholic Liver Disease and Cirrhosis

Alcoholic cirrhosis is also referred to as portal Cirrhosis and micronodular cirrhosis. Several steps occur before the liver becomes cirrhotic. Initially, subcellular changes develop and may progress

to a fatty liver. Fat deposition (i.e. triglycerides) within the liver is caused primarily by increased lipogenesis and decreased fatty acid oxidation by hepatocytes (McCance, 1998, 1359). Non-specific symptoms include fatigue, weight loss, and anorexia. It is the continuing use of alcohol that causes the development of cirrhosis. At the fatty liver stage, damage is reversible with discontinued use of alcohol (Porth, 1998, p. 760).

The intermediate stage, alcoholic hepatitis, is characterized by inflammation and necrosis of liver cells. As the disease progresses fibrosis occurs. Ballooning of hepatocytes and the toxic effects of alcohol metabolism, such as acetaldehyde, damage liver cells. This stage is characterized by hepatic tenderness, pain, anorexia, nausea, fever, jaundice, ascites and liver failure (Porth, 1998, p. 761).

With repeated bouts of drinking and hepatitis, liver injury may progress to cirrhosis. The microscopic changes seen consist of degeneration and death of hepatocytes, proliferation of connective tissue, and regeneration of hepatocytes. The connective tissue spreads from the portal tracts and central veins throughout the liver and forms nodules on the liver surface. Development of fibrous cords throughout the liver alters structural function of the hepatic veins and portal veins. Scar tissue and nodular regeneration of hepatocytes compresses small branches of the portal vein, leading to veins that are engorged and dilated. The result is portal hypertension, which will be discussed in depth later in the paper.

Complications Associated with Hepatic Cirrhosis

Problems and complications depend upon the amount of damage the liver has sustained. The loss of hepatic function contributes to metabolic abnormalities, synthesis of proteins and excretory functions of the liver. Liver function tests measure enzymes to assess injury to the liver. Alanine aminotransferase (ALT) and aspartate aminotransferase are enzymes that are present in acute hepatocellular injury (Porth, 1998, p. 752).

The liver's synthetic capacity is reflected in measures of serum protein levels and prothrombin time. Hypoalbuminemia is present, along with deficiencies of coagulation factors and vitamin K factors, all increasing bleeding tendencies. Serum bilirubin and alkaline phosphatase (ALP) measure hepatic excretory function. Alkaline phosphatase is present in disorders affecting the bile duct. Protein synthesis dysfunction can lead to decreased albumin, which contributes to plasma colloid pressure and aids in binding and transporting of various substances, including hormones, anions, bilirubin and fatty acids. In advanced liver disease, urea synthesis is depressed, leading to an accumulation of ammonia, and subsequent reduction in blood urea nitrogen (Porth, 1998, p. 752).

Liver cell degeneration may lead to portal hypertension, ascites, bleeding, esophageal varices, jaundice, portal-systemic encephalopathy (PSE), hepatorenal syndrome, coagulopathy and toxemia (Trevillyan, 1997, p. 1851).

Portal hypertension is abnormally high blood pressure in the portal venous system. The portal veins carry blood from the GI tract, pancreas and spleen to the liver. Hepatic veins empty into the inferior vena cava. Any component that impedes blood flow may cause obstruction in the liver. Some components are thrombosis, inflammation and fibrosis.

High pressure in the portal veins causes collateral vessels to open between the portal veins and the systemic veins, in which the blood pressure is much lower. Collateral veins develop on the esophagus, anterior abdominal wall and rectum. High pressure and increased volume are transmitted to the systemic venous circulation causing several problems (McCance, 1998, p.

1349).

Collateral circulation is influenced by hemodynamics. Because of high pressure, valves become incompetent and reversal of blood flow from blood that normally goes from the coronary veins into the splenic vein occurs. This forces open the collaterals between the esophagus and the gastric veins, leading to esophageal varices, hemorrhoids and dilated veins around the umbilicus (Hegab & Luketic, 2001, p. 75). Esophageal varices consist of three or four large trunks, the larger they are, the more likely they are to bleed. The esophageal submucosa is quickly affected; it is friable and easily ruptured by tortuous veins under high pressure.

Varices develop in most patients with cirrhosis and 30% to 60% die from first episode bleeding. Rebleeding risk approaches 70% in the first year, and each hemorrhage episode carries a 30% to 40% mortality rate; consequently, the overall survival rate is about 5 years (Chedid et al., 2001, p. 49).

An EGD was ordered to manage bleeding varices. P.C. had a history of two previous bleeding episodes in 2001, so an EGD was done a few hours after admission to the hospital. The results were four varices were banded in the esophagus. The stomach and duodenum were negative for varices (Patient's Chart, 2002).

The procedure for banding is done by a flexible endoscope. Ligation accomplished by banding is done using a device attached to the end of the endoscope. (Giacchino & Houdek, 1998, p. 34).

Ischemic necrosis, thrombosis and fibrosis ensue eradicating the varices. Possible complications can occur as: tissue ulceration, esophageal perforation, bleeding at ligation site and obstruction of the esophagus. Bacteremia, sepsis and pleural effusion can occur as well. For these reasons, P.C. was kept under surveillance after being transferred to C/Unit in the hospital when she was stable.

As a result of hemorrhaging, P.C. had coffee ground emesis, positive heme in occult blood stool sample, black tarry stools, and the hemodynamic profile revealed decreased hemoglobin, decreased hematocrit, decreased platelets, anemia, decreased red blood cells, midepigastic pain, decreased circulating blood volume, leading to oliguria (less than 500 cc over 12 hours). Her admitting vital signs indicated hypovolemia, by a heart rate of 120 and orthostatic hypotension as well as fatigue, lethargy, and confusion. Her heart sounds were within normal limits (WNL), bilaterally clear and bowel sounds positive in all four quadrants (Client Chart, 2001). Direct portal hypertension caused an enlarged umbilical vein in P.C. also.

The hemorrhaging varices bleed into the stomach causing nausea and anorexia. Consequently, P.C. had been anorexic three days prior to admission. She vomited coffee ground blood on the day of admission and was fatigued, a little confused and exhibited clubbed finger nails, all symptoms of hypoxemia caused by decreased oxygenation related to decreased hemoglobin. Decreased hemoglobin reduces its capacity to carry oxygen through the vasculature and symptoms related to hypoxemia occur.

Some of the fatigue and confusion could also be correlated to electrolyte imbalances such as P.C.'s hypokalemia and hypocalcemia, resulting from impaired liver metabolism. Scant hair on pubic and axillary areas is related to hormonal alterations, also seen in altered liver hormone metabolism. Men can exhibit gynecomastia in this altered hormonal state (McCance, 1998, p. 1347).

Propranolol therapy is used as a standard treatment for variceal hemorrhage. But, in 20 to 30 percent of patients with portal hypertension, propranolol fails to decrease hypertension, and thereby decrease esophageal pressure by reducing splanchnic blood flow. (Trevillyan, 1997, p. 1852).

P.C. was not taking propranolol upon admission. Her home maintenance medications were diuretics aimed at reducing and mobilizing excess fluid and edema (Furosemide) and spironolactone used in conjunction with diuretics to counteract potassium loss (Davis, 2000, p. 320). She also took folic acid, required for protein synthesis of red blood cells to help restore and maintain normal hematopoiesis (Davis, 2000, p. 320).

Prior to the EGD procedure, P.C. received two units of packed red blood cells, type A positive to replace lost blood and increase hemoglobin and hematocrit levels. She also received two liters oxygen via nasal canula to reverse hypoxemia secondary to decreased hemoglobin. Upon admission to the Emergency department, P. C. was started on IV therapy to replace fluid losses and correct electrolyte imbalances. She received Sodium chloride (NaCl) at 0.9% with 20 MEQ Potassium Chloride (KCl) infused at 83.3 ml/m. Initially 250cc NaCl at 0.9% with 20 MEQ KCl were infused over three hours then repeated two times. Her other IV therapy was NaCl at 0.9% infusing at 80 ml per hr over 13 hours. Her heart rate and blood pressure and potassium returned WNL after four hours of therapy (Client Chart, 2002).

Her admitting electrolytes were low potassium at 3.5, and hioi chloride at 113. Decreased liver metabolic function can alter electrolytes, and a chloride shift can occur from potassium loss. Also, an increase in chloride is seen in hypoaldosteronism secondary to decreased hormone function in the liver, which synthesizes aldosterone. Aldosterone indirectly regulates chloride in the renal tubules. When aldosterone causes sodium to be reabsorbed, chloride follows passively, attraction of cations and anions. P.C. had hypocalcemia, reflecting pancreatitis and hypomagnesia related to calcium depletion. The cellular pump that maintains homeostasis causes movement of magnesium and calcium from the intracellular space to the extracellular space or vice versa. Both magnesium and calcium are absorbed in the intestines, and phosphorous inhibits both their absorptions. Possibly the increase in alkaline phosphatase seen in hepatic biliary obstruction resulted in decreased absorption of these electrolytes. (Porth, 1998, pp. 585-624).

Additional medications given were famotidine, which is compatible to "Y" site, (Pepcid) used to decrease secretion of gastric acid and decrease symptoms of esophageal reflux. In this case, the patient had nausea and vomiting secondary to blood flow to the stomach from esophageal bleeding, and pepcid is used to treat stress induced from upper GI bleeding in critically ill patients. It is also used in pancreatic insufficiency to prevent acid inactivation of pancreatic enzymes. The high amylase enzyme on the laboratory data indicates pancreatitis (Davis, 2000, p. 472). Dextrose with Prontonix was given for short-term treatment of erosive esophagitis. It binds to enzymes in the presence of acid gastric Ph and is used therapeutically to heal the esophagus (Davis, 2000, p. 751). Vitamin K (aqua mephyton phytonadione) was given to treat hypoprothrombhemia. In hepatic liver disease prothrombin is not synthesized in the liver, leading to deficient amounts necessary to coagulate and prevent bleeding (Davis, 2000. P.795). An additional note on blood administration is that hemodynamic stability is best achieved by maintaining a hematocrit at about 30% with paced red blood cells. This optimizes the oxygen-carrying capacity of the blood but avoids a hypervolemic state that would elevate portal pressure and potentiate further bleeding (Trevillyan, 1997, p. 1853).

P.C.'s hematocrit post transfusion fell into those parameters.

After P.C. was scheduled for transfer to C1, her new medication orders included Lopresor (Metoprolol), a beta adrenergic blocker, used to control hypertension in her case, portal hypertension (David, 2000, p. 638).

Effective Leaders

By Bernie Gouck



Contemplating what it takes to become an effective leader, a person has to consider many aspects of that leadership. Compassion, honesty, integrity, humility, valor and magnanimity are some of the qualities that an effective leader should possess. Two leaders who possessed these characteristics are William Shakespeare's King Henry V from Henry IV, Part 1, and President Ulysses S. Grant of the United States of America. In many ways, Shakespeare's character, based on the English King, resembles this US President.

Ulysses S. Grant was an effective leader in many ways. He came from a very modest beginning; through his own abilities and with help from his family, he obtained the highest office of the land. Grant was a fine example of how people should conduct themselves in regards to using proper language. He was devoted to his family. He often had his family accompany him to observe battles as often as he could. Although Grant surrounded himself with

dishonest people, he was an honest person himself. Compassion, integrity, humility and valor are many qualities that made him an effective leader.

According to Elizabeth Burrus's article "Henry V as a Model for a King, Citizen, and Common Man," effective leaders should be people who are respected, revered, and inspirational for the future generations. For Shakespeare to present Henry V realistically, he required a large quantity of in-depth research into English history. According to Burrus, no other character had more research put into his development than Henry V. Thanks to Shakespeare's effort, we can see first hand what an effective leader resembles. Henry's morals are what we should use to model our lives (Burrus, par. 1).

When an individual is placed into a position of leadership, he or she could reflect on the way Henry V acted. Proving to be a superior military leader as well as politically ingenious were two actions that allowed him to become a role model for the future monarchs of England (Burrus, par. 3). By showing compassion to the people within one's reach, a person can develop a rapport with them and give them a sense of respect, so that when there is a time of crisis, the people will come willingly to service. Henry V used this compassion towards Lord Douglas in the play Henry IV, Part 1. He tells his brother John:

Go to the Douglas, and deliver

Up to his pleasure, ransomless and free:

His valor shown upon our crests today. (Shakespeare 5.5, 27-30)

Henry knows that the family of Douglas will still be angry over the loss of so many of their kinsman, and that maybe the release of their Douglas will ease the pain.

Henry's compassion can be compared to that of Grant when General George Pickett visited him. Grant responded to the apparent need of a fellow General by saying, "Pickett, it seems

funny doesn't it, that I should have money to offer, but how much do you need?" (Pickett, 89-93). Although showing compassion to all mankind is a good quality, having a little extra when there is a conflict or crisis happening can be a window through which to shine one's effectiveness.

Henry shows this kind of compassion also while dealing with the up-coming battle with Hotspur and his family by sending a message to Hotspur, pleading for the stop of senseless blood shed and loss of life:

In both your armies there is many a soul shall pay full dearly for this encounter, if once they join in trial. (Shakespeare 5.1, 83-84)

This concern for the opponent's potential losses proves that Henry did not want the unnecessary deaths of so many people on either side of the battlefield. Once again effectiveness is shown through Henry's concern for his future subjects. The purpose for this concern could be that he wants to try and mend the anger between the two houses.

In the same fashion as Henry V, Grant showed compassion on the confederate officers and men. When the wife of an imprisoned officer asked him to free her husband, Grant stated, "If it were in my power, Mrs. Clay, I would release every prisoner.... Your husband's manly surrender entitles him to all that you ask. I admire and honor him for it, and anything that I can say or do to assist you shall be done" (Clay-Clopton 230-232). Grant went to the negotiating table heavy with grief but hoping for peace. He wanted everyone on both sides of the table to leave as friends and not as fighting enemies. This show of compassion helped Grant achieve the title of effective leader. Both Henry V and Grant were experienced military men who knew that courage and valor would carry them through the conflicts which they faced.

Effective leaders often wrestle with inner conflict when making difficult decisions. In his article on Henry IV, Part 1, Justin Shaltz states that the portrayal of Hal is that of a future leader whose conscience leads him to restore the honor which he has lost due to the recklessness of his youth. This restoration is shown in act 2, scene 4 when a messenger comes in and interrupts a friendly conversation Hal is engaged in with his tavern companions in East Cheap, and Hal removes himself from the noise to attend to the matter. When he realizes the seriousness of the situation related to him by the messenger, he changes his expression from that of a man having a good time with friends to that of a man deep in thought at the news that his father wants him to disassociate himself with Falstaff (Shaltz, par.8). When facing difficult situations, an effective leader will often consult with older people whose opinions are highly regarded. Hal does this when he realizes that his father is getting tired of his acting like a common person and not behaving like the future king.

Despite appearances to the contrary, valor is important to even the young Henry. This was exhibited when he came to his father's rescue while fighting with Hotspur and his family. Henry speaks to his opponents by telling them that "[I]t is the Prince of Wales that threatens thee; Who promiseth but means to pay" (Shakespeare 5.4, 42-43). Henry, seeing that his father is outnumbered, comes to his rescue and fends off three men. Henry does this act, not thinking of his own safety but that of his father. He is willing to give his life for his father's defense. When writing about Henry V, John Julius Norwich writes, "Much of Henry V's posthumous reputation he owes to Shakespeare, but the fact remains that while still under thirty, he twice raised the largest and best-equipped expeditionary force that the country had ever seen, [and] transported it to France...in one of the most celebrated battles in English history" (173). He was able to rally

his troops and defeat a much superior foe, thus proving to his countrymen that he was an effective leader.

Grant also was a man of valor so remained humble. John F. Darby recalls Grant's beginnings by saying, "Many a time could the man of then humble pretensions be seen driving his two-horse, bran-fed, switch-tailed, rawboned team up Fourth Street, in the city of St. Louis..." (Darby, 448-450).

Like Henry V, Grant's first priority was his family. In fact, he did not want public accolades but was content with providing for his family. Grant reaffirmed his humility when stopping to visit a personal friend in the middle of a family gathering. Mr. and Mrs. Collis, who were not expecting him, were found on the floor having a picnic dinner. Grant responded to their apologies by stating that "[t]hey were just as well off as the Grants were" (Collis, 42-44). Even though Grant was a famous president, he would rather spend time with his family and keep out of the public eye.

A final characteristic that these effective leaders possessed is a national pride and loyalty that can be emulated by many, as well as personal morals and beliefs. Henry's deep conviction towards God gave the common English people a sense that he deserved to be praised (Burrus, par.5). Henry exhibits such pride and loyalty while discussing the conspiracy of the Percys that he vows to "redeem all this on Percy's head ... And I will die a thousand deaths/ Ere break the smallest parcel of this vow" (qtd. in Burrus, par. 4). Having both of these qualities made Henry and Grant exemplary leaders.

Leaders that are labeled effective often are individuals who have a direct purpose in life. Even though as a young man Henry mingles with the common people to a point where he neglects his royal responsibilities, he is always thinking about how knowing the life style of his future subjects can make him an effective leader. In a soliloquy, he discloses the motives behind his prodigal behavior. He notes that his rightful place on the throne is going to be better served by his childish behavior. He reveals his plan when he says, "So when this loose behavior I throw off/ And pay the debt I never promised,/ By how much better than my word I am.../ Shall show more goodly and attract more eyes/ Than that which no foil to set it off" (Shakespeare 1.2, 213-220).

Compassion, honesty, valor, integrity, and humility are the qualities that we look for in effective leadership. Two men who achieved the title of being effective leaders are Henry V of England, especially as portrayed by Shakespeare, and U. S. Grant, President of the United States of America. These men used their own unique qualities in developing their leadership styles. They will both be remembered with respect. Their leadership qualities will also be taught as being the rule and not the exception. They each had the goal of peace in their respective countries. Henry V deals with unrest between England and France, and Grant wanted to ease tension between the North and South. Henry V and Grant both had a purpose in life.

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Uphold Individual Accountability in Pennsylvania Public Drinking Laws

By Jodi A. Corbett

Filling the busy Saturday night atmosphere of local bars and restaurants is small talk and clichés in overheard dinner conversations. The flagship cliché “everyone has a vice” is justification for a dessert, a cigarette, or another drink. As a society we often exalt our vices through the hard sell to beautify them while the courts decide and determine punishment for our excesses. The personal vice of consuming alcohol has serious public and legal implications through the Pennsylvania drinking laws.

Specifically, the Dram Shop Act and the recently changed ACT 141, enforced through divisions of the Pennsylvania Liquor Control Board [PLCB], reach for full accountability in drinking crimes through holding the establishment and server responsible for a “visibly intoxicated person” (PLCB, 2001c, para. 1 & 5). PLCB expects the server to interpret and enforce these laws to determine intoxication in another human being without weighing fully the factors that complicate that decision. These Pennsylvania Drinking laws are short-sighted public policy for a long-suffered social issue, the misuse of alcohol, that should uphold personal accountability in public drinking rather than create another layer of punitive law against the working class server.

The intent of the Dram Shops and ACT 141 is to prevent driving while intoxicated; however, the laws fail their intent and our society by creating a social injustice because it holds one citizen, the server, liable for the criminally intoxicated actions of another. Justice is challenged here by allowing the citizen who acts in excess to have the right to sue the server. Is this blame-shifting? The interpretations of these laws and judging “visible intoxication” for what it actually means are argued throughout the paper from different societal perspectives. How do we as a society stop drinking and driving when we are unsure from a subjective standpoint of what “visible intoxication” is?

The Dram Shops are listed under section 497 of the Pennsylvania Liquor Code, ARTICLE IV (D) unlawful acts; penalties. As stated under Liability of Licensees:

No Licensee shall be liable to third persons on account of damages inflicted upon them off of the licensed premises by customers of the licensee unless the customer who inflicts the damages was sold, furnished, or given liquor or malt brewed beverages by the said licensee or his agent, servant or employee when the said customer was visibly intoxicated. (“Pennsylvania Liquor Code,” 2001, par. 1) Act 141 is listed under Senate Bill 1531 P.N. 2308.

The document is forty-seven pages on Pennsylvania Liquor Laws. It was amended to include Act 141 on November 20, 2000, and went into effect on July 18, 2001. The establishment and the server are subjected equally to any fine. According to the PLCB web site, the substantial changes to the liquor code under Act No. 141 are as follows: “The penalty for providing alcohol to a visibly intoxicated patron is increased from a fine of \$50.00 to \$1,000.00 to \$5,000.00” (Senate Bill 1531, para. 31).

All Pennsylvania licensed establishments and servers are subjected to these laws. To explore how the laws are interpreted, three local establishments in Reading, Berks County, Pennsylvania,

are used throughout the paper. These three restaurants face a continual conflict to enforce the Dram Shops and ACT 141 to the best of their ability and represent their patrons. The Café Unicorn is a forty-year old fine dining and intimate art gallery in Hyde Park (K. Lesniak, personal communication, November 30, 2001). The Peanut Bar is an established gathering place for journalists and politicians across from the Reading Times on Penn Street (M. Leifer, personal communication, Nov 29, 2001). Lastly, Hooters is a chain restaurant located on Fifth St. Highway that markets to the interests of men. The guest book reservations, credit cards, and regular visits hint of the uneasy alcoholic relationship between server and the patrons of these establishments. Where there is the culture of patrons dining and drinking, there is in the background the work-a-day people watching all levels of society unfold with their comfort of human vice in public places. Due to their occupation, a server is required by law to seriously judge for people who are relaxed in the vice of public alcohol consumption.

Dram Shops and ACT 141 ask for the server to assess the patron's behaviors and appearance to determine visible intoxication. However, human tolerance of alcohol creates unique physiological responses, making it a difficult decision to determine each patron's behavior. It would be simpler to rely on a blood alcohol concentration or BAC, legally limit set at 0.1. According to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), through regular drinking "humans compensate by adaptation of both their behavior and their body functions and show few obvious signs of intoxication even when at high blood and alcohol concentrations" (NIAAA, 1995, para. 3). In an interview with Lynzie Biggs, server and promotions person at Hooter's Restaurant, she stressed her concern with recognizing intoxicated patrons. Recounting one incident, she explained that a group of regulars left the restaurant "looking fine with no visible signs of intoxication" and proceeded to ride their motorcycles. Police stopped the group two blocks away, and one patron was fined a Driving under the Influence or DUI (L. Biggs, personal communication, November 30, 2001). When a regular patron drinks his "usual amount of alcohol," it is hard to draw the line between "holding their liquor" with no visible signs of intoxication and stopping service because their BAC would read over the legal limit of .01. If the intentions of the Dram Shop Act and Act 141 are to prevent driving while intoxicated, specific parameters should be used rather than server judgment.

Alcohol's slow absorption rate plays a factor in identifying intoxicated patrons. As stated by Dr. Ross Fishman, Ph.D. (1986), "In some ways, alcohol's effect on the brain is under the control of the drinker" (p. 37). Alcohol metabolizes about a drink an hour for most people under normal condition, although there are many additional factors (p. 37). When a patron drinks alcohol faster than the body can metabolize it but shows no signs at a previous restaurant, this creates what Michael Leifer, President of the Peanut Bar, defines as a "delay effect" of intoxication. He had a patron "visibly intoxicated" come in for a cup of coffee late in the evening, making Mr. Leifer liable for calling a cab. It raises the question of "how did he leave the last place?" (M. Leifer, personal communication, November 29, 2001). With the failure to fully consider the human factors involved in alcoholic behavior, compounded by the social acceptance of public drinking, there is a need for significant insight and knowledge to determine another human's visible intoxication that will prevent them from driving. Quite simply, the Dram Shops and Act 141 are difficult for the server to interpret into action.

Upholding the Dram Shops and Act 141 is particularly challenging in finer establishments due to the occupational status of the patrons. It is socially complicated to have a working class server stop a patron of higher social status from drinking. The law expects an unreasonable amount of accountability for the server to control another human being's actions. To illustrate, at

the Café Unicorn a priest who drank a whole bottle of wine refused to take a cab that the owner, Karen Lesniak, called in an effort to prevent him from driving. Although she tried not to upset him, he reacted with embarrassment and walked to his car. Ms. Lesniak followed behind him with a “struggle for the keys” which the Priest won. She did call the police, but she had allowed her beliefs to trust the Priest in his actions (K. Lesniak, personal communication, November 30, 2001). Faced with an intoxicated leader of the community, servers and owners are hesitant and equally disgraced to point out drinking excess. Our society’s leaders must consider their own personal accountability first. Practicing the law in a working situation has the server’s accountability precariously pitted against a leader’s accountability.

The Dram Shops holds the server accountable for intoxicated patrons, who through their own actions, harm themselves or another (“Dram Shop Liability,” 1998, para. 1). The law’s specific implication for the server unfairly holds the working class responsible, suggested by the very nature of servers’ job: an economic sector of citizens who agree to labor in a service position for a state minimum wage of \$2.76, plus tips, mostly without benefits. The other provable point is the criminally intoxicated patron. Contrary to the server who only has personal judgment to determine guilt through court trial, criminally intoxicated patrons have a law-enforced breath analyzer test administered within three hours of their suspected criminal intoxication. If the blood alcohol concentration or BAC is over the defined legal limit of .01, then the patron who drank excessively has a statistical measurement to prove guilt (PLCB, 2001a, para. 16). The evidence for defense is subjective for the server and objective for the criminally intoxicated, which leads to a circumstantial argument in a court trial. The server is left vulnerable by a law that sets out to protect a society from drunk drivers but creates a gap of fair representation in a same court of law for the server. The law’s interpretation could harm the server economically by giving the criminally intoxicated the benefit to sue.

Using statistics from Alcoholics Anonymous (AA) it is evident that alcohol creates problems in all classes of society (AA, 1998a, par. 8). The Dram Shops implies that the working class server is the “responsible judge” for all classes of society where public alcohol abuse creates societal tensions. It’s a wrong solution to burden the working class with the responsibility of another citizen who has problems controlling his drinking. It encourages an addictive society that lives in denial at the possible expense of another citizen.

Considering the Liquor Control Board and The Department of Health are both state run, enforcing protection by using server judgment to combat alcohol abuse for public safety is incongruous with how alcohol abuse is understood and treated for public health. Effective Pennsylvania public policy would take into account the information collected by the Department of Health and would understand that shifting accountability will not help enforcement in dealing with the social disease of alcohol misuse, abuse, and alcoholism. Last year alone 1,344 Berks county citizens underwent state-sponsored treatment for alcohol abuse (Pennsylvania Department of Health, 2000). That doesn’t include the Alcoholics Anonymous attendance. This non-profit support group to help the problem drinker stresses two main principles—personal accountability and privacy—because of the stigma of the disease of alcoholism (AA, 1998b, par. 4 & 6). The Dram Shops and ACT 141 ignore the findings of the Department of Health which has studied the many factors of the addictive and adaptable behavior of alcohol consumption, making these laws short-sighted in their attempt to hold accountable the server.

Having explained the complicated human aspects of the law, one can ascertain the Dram Shop Act is a lawyer’s law and not a people’s law. As a third-party defense law, it opens up cases based on claiming the server’s intention to intoxicate. The server has no option but to defend his

or her judgment in court action, once action is taken by the criminally intoxicated. Speaking on the Dram Shop law, Mr. Leifer protests against “this kind of law and how it feeds into our ‘suing society.’” He also commented on the fact that it’s not a well-known law outside licensed establishments and the Pennsylvania Liquor Control Board: “It’s the private lawyers who advertise it.” Cautious of even one incident that could affect his livelihood, Mr. Leifer, carries a hefty \$23,000 a year in liability insurance for the Peanut Bar Restaurant (M. Leifer, personal communications, November 29, 2001). Corporal Hairston, Berks Liquor Control Enforcement counter argues, “Anyone can sue anyone” (C. Hairston, personal communication, November 29, 2001). While this may be a true contention, the Dram Shop Law, by its very existence, encourages suing of the server and establishment and shifts personal accountability for the irresponsible behavior.

Under the new law, Act 141, just passed in June, 2001, the server’s punishment for serving alcohol to a “visibly intoxicated person” has become an enhanced penalty of \$1,000 to \$5,000 for the first incident as described by Corporal Hairston. The only way a server could reduce these charges is to take the Responsible Alcohol Management Program through the PLCB (C. Hairston, personal communications, November 29, 2001). The weights of punishment are different for a first offense. Driving while intoxicated or DUI, is less of a fine, \$300 to \$5,000, than the server receives for serving a drink to a “visibly intoxicated person” (PLCB, 2001a, par. 18). The server’s judgment concerning patron behavior is trapped in unbalanced punishments, enforced through circumstantial evidence.

It could be argued that there is free training available to servers through the state of Pennsylvania called the Responsible Alcohol Management Program [RAMP]. RAMP’S web page concedes that servers do not know the blood alcohol level of the patron. It does state, “As a server you need to use your skills and experience to determine visible intoxication” (PLCB, 2001b, par. 3). Upon speaking to the Central Pennsylvania RAMP representative, Ms. Lori Rizzo, in regards to obtaining statistics on restaurant compliance for RAMP training, she conceded that no official records are kept. (L. Rizzo, personal communication, November 29, 2001). RAMP is a voluntary program that could be very pro-active. To have effective servers, with the server turnover in the restaurant industry, RAMP must be more diligent about training server in their rights and responsibilities. In the continued conversation she spoke of the new ACT 141, passed in June 2001, mentioned earlier. When questioned about how servers could be held accountable if they were unaware, Ms. Rizzo said that “she wasn’t supposed to talk about legal issues” and advised this author “to talk to a personal lawyer or the Liquor Control Enforcement” (L. Rizzo, personal communication, November 29, 2001). Considering the possible financial ramifications on a working class server’s wages, communication is critical in upholding equal protection of the server’s rights in their possible implication in a criminal drinking case.

In a civil acknowledgment, the server is the first line of defense to stop a patron’s public drinking that turns to intoxication. It is argued that servers “build the bill” to increase tips by serving more drinks. Because servers earn their gross wages by the socially-accepted tipping etiquette of 15% to 20% of the bill, it is possible and does happen. It is true that a fine line exists for servers to draw between making a living and stopping a patron from driving while intoxicated (L. Biggs, personal communication, November 30, 2001). However, a stronger working argument would reveal a more concerned pattern for the patron. As stated by Mr. Leifler, “We want patrons to drink responsibly,” and “we don’t condone or encourage excessive drinking” (M. Leifler, personal communication, November 29, 2001). Servers, especially those

experienced with the public, understand the social and psychological difficulties of interacting with an intoxicated person. This truth predominately outweighs the “build the bill” theory. Giving the criminally charged patron the right to sue the server is demoralizing, considering that as a class of individuals, many who choose restaurant service are concerned with raising families, going to school, and making ends meet to better their lives.

From the personal communications at all the levels of people who took time to discuss the Dram Shop law and ACT 141 -- servers, restaurant owners, RAMP training representative, and law enforcement officials -- there was mutual understanding that public policy towards citizens’ public alcohol drinking could improve. We must change the social paradigm that shifts accountability away from the individual responsible and eliminate third party laws like the Dram Shops and ACT 141. Consuming alcohol to excess is the result of either choice or disease of one citizen. Our society portrays outward intolerance for drinking and driving, while clearly the individual drinker still risks driving in all classes of society. Strong leadership in public policy should not dictate one class of people, the servers, as liable to the fallible human condition of alcohol abuse. Rather, there should be a movement to improve ethical character at every level of society in regard to public drinking. What represents a healthy society -- personal integrity exemplified or punitive laws that shifts blame? As public policies are created to deal with the crimes of personal vice, they must remain prudent not to infringe upon the civil rights of another. In our Democratic, socially regulated society citizens should continually question the value of personal freedom and how it is considered for all. The Pennsylvania Dram Shops and Act 141 fail to uphold and protect a whole society based on its lack of personal accountability, lack of fair statistical checks, and lack of the ability to inform and train properly.

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The College Lesson: Working for Success

By Thomas Alexander



Gazing at the spacious campus of Kutztown University through the eyes of a six-foot freshman made the whole world seem a little bigger, but easily bearable. I felt as if I were David staring down Goliath from across the paved valley of knowledge and know how. I went to Orientation and met some interesting people, but knew little of what to expect from college. (I put my expectations on simmer and prepared for the main course of college - the parties!)

In the beginning, parties to college were like Thanksgiving to dinner. Indeed, it was Thanksgiving at college. Thanks for finally giving the freedom to make decisions and not have to feel the wrath of the parents. Thanks for letting me out of my element to live in a new

environment, and pick up the phone bill when I call home. While sometimes the first days were overwhelming, they were also refreshing. The most refreshing aspect, or distraction, was the plethora of people. I came from a high school where my graduating class totaled fewer than two hundred pupils. The total number of students, grades nine through twelve, was five or six hundred. So you could imagine the heart racing, sweaty palmed enthusiasm when I first stepped foot on a campus with well over ten thousand people.

That enthusiasm grew when the parties commenced. Upon entering the adolescent crammed houses, I was set free into a world of stagnant, smoky air, sticky floors, and unidentifiable saturated carpets. During the seemingly quick walk home at the end of the night, the ringing in my ears was prevalent. Whether the ringing was from the music that made one's eyes rattle or the conversations held in competition with that deafening music—the large amount of alcohol consumed put it beyond my comprehension. I stopped attending every class before lunch; hence breakfast to the average collegiate. I would wander out of my stupor in time for the only classes that interested me, which were my art classes. Coincidentally those classes fell in the evening, and that was when I was most productive. Then I would casually find my way to another party. Since no party was too big or too small, I had no trouble.

In essence, college was one big, blaring, stuffy aired, floor stained, can never have too much wine (in this case beer), aspirin included, Thanksgiving dinner. While all the guests intended to nibble on knowledge, they were feasting on freedom. In the first year, I never got full. My tuition paid for hazy memories of the night before, phone calls from girls I did not know—but seemed to know me pretty good—and failing grades. I deserved to lose my financial aid and the opportunity to further my education. I deserved to move back home with my parents and work a job that paid in sweat and a shameful check.

The people at college were nice, but they distracted me. The college parties were fun, but they got the best of me. I would never trade that experience for the world, because it taught me a priceless lesson. It taught me that I was looking at the aesthetics of college all wrong. The lesson was to be taught to my work ethic. I wanted to go to college to work on my knowledge, to refine

it and expand it. If I really wanted that I had to do it. The professors and peers could help me, but I had to do it, no one else. I should have looked at college as a job and not an extension of high school. I have to look at it as if I were running a business. I had to be president, accountant, and laborer. As incentive, my tuition payment was an investment on my future paychecks. "Money makes the world go round" as much as I hate it; it is true. I went to college for knowledge. That is exactly what I didn't get. I didn't come back any smarter. The fool in me expected to pay tuition and receive a degree; it doesn't work like that; it has to be earned through hard work. I came back wiser. Knowledge and wisdom are two completely different things. Knowledge is taught; through the teaching of knowledge you gain understanding. Wisdom is the use of that understanding of knowledge.

I sometimes think that I didn't go to college. I went on a journey to prepare me for college. I, David, crossed the valley of know how and stared college, the great knowledge giant Goliath, in the eyes. With my wisdom being my sling, my lesson being my rocks, and my faith balancing the risk. I feel that I am ready to fight the big fight. I signed up for classes again, this time part-time. Since I'm an accountant now, I have to manage my money. I gather necessary information, know exactly what needs to be done, like the president should. I am putting it into effect and minding efficiency, as the laborer should, while planning to never stop working. This is my career.

One Cloudy Day

By Barbara L. Hampton

I am so glad my workday is finally over. I am exhausted and cold. I haven't slept through the night in over a year. I really need a vacation somewhere warm and sunny, with a nice ocean breeze. Well, back to reality. I need to concentrate on my driving. I have to get to my daughter's softball game; hopefully it won't be over before I get there. It is so cloudy and dreary out here. It is also April fifteenth, the last day to send in taxes. I don't have to worry about that, mine are already filed and my refund spent. I really should pay attention to my driving. I am glad I have the Suburban to drive today. It is so damp out and it has a good heater. It is so warm in here that I keep falling asleep. Maybe I should pull over. No, I can't do that! I want to get to my daughter's game before it's over. She's probably wondering where I am. I only have about seven more minutes until I get to town. Maybe I should open a window, but then I will get cold again. I can turn the radio up loud. That might help to keep me awake. Sounds like a good plan to me.

The clouds look really strange today. When is the weather going to feel like springtime? It is starting to rain now. That's all I need to make driving more miserable. I wish I could stay awake. I will think about the things I need to do this week; maybe that will help.

What was that loud bang? I think I'm off the road. I don't know where I am! There are branches and trees flying by me. It feels like I'm Dorothy in the *Wizard of Oz*. I can't stop; the brake is already to the floor. I feel like I am floating; am I dead? Why won't this truck stop? I hear another crash to my right. It sounds like glass breaking. Oh, no! There is the mirror to the passenger door on the floor next to me. Time to panic. I think I had an accident. I think I have finally stopped moving.

There are people running towards me. They seem to be running in slow motion. Who are they? What do they want? I think I am in big trouble! Are they after me? I have to get out of here. I can't move or get out. Please lady, stop pounding on my window; you will break it. Stop yelling at me! What is she saying? She's telling me to turn my motor off. I can't do that; I have to get out of here!

I smell something hot, no, something sweet, like antifreeze. I hear sirens now. Oh, please, I just want to go home. There is a policeman coming towards me. I am in big trouble! He keeps telling me I will be all right, to just hang in there. Of course I'm all right, you fool, aren't I? I see a fireman that I know. He will tell me the truth. He is telling me I had an accident and I will be all right. My husband is going to kill me! I have just ruined his truck. Please let me go to my children. He is telling me I can't do that. I have to see them. The fireman told me he will locate them. I told him my son should be there. He drives now. He said he would find my children for me. He will have them come to the hospital, not to worry.

I am on my way to the hospital. I don't want to go; please take me home. I am so confused and I hurt. I wish they would let me sleep now. The EMT says no, I have to stay

awake. I really wish she'd shut up! She yells for a blanket. I hear her say that I may be going into shock. Oh, why is it so cloudy out. I wish I could go home.

My kids have finally arrived to be with me. They look sad and pale, but relieved to see that I'm all right. I hurt all over, but I am alive. I am also very grateful to see the two most important people in my life. The doctor tells them I can go home now. She needs rest and have her follow these instructions. Finally, I can go home. It is amazing how that one cloudy day has changed my life forever.

Hamlet: Mamma's Boy?

By Valerie Schaeffer



Ever since William Shakespeare wrote Hamlet, the question on everyone's mind has been "Why didn't Hamlet kill Claudius when he had the chance?" Some people believe that fear of punishment keeps Hamlet from acting. Others believe that Hamlet refuses to kill Claudius during prayer because that would send Claudius to a "heavenly" afterlife. Although at first glance these interpretations may seem valid, they are taken out of context. For example, Hamlet has no qualms about sending Rosencrantz and Guildenstern to their deaths. As far as Hamlet not killing Claudius during prayer, there are times when Claudius is alone in which Hamlet could have killed him. If Claudius is alone long enough to be able to kill King Hamlet without witnesses, surely Hamlet himself could have found Claudius alone at some time. It's not fear that keeps Hamlet from acting. Hamlet delays killing Claudius because Claudius represents Hamlet's innermost desires to sleep with his mother Gertrude. And by killing Claudius, Hamlet would

be killing a part of himself.

Hamlet has the perfect opportunity to kill Claudius in Act 3 Scene 3. Why doesn't he? One interpretation is that Hamlet fears that killing Claudius will automatically send Claudius to heaven without punishment. Hamlet himself remarks:

And now I'll do't. And so 'a goes to heaven;
And so I am revenged. That would be scanned:
A villain kills my father, and for that I, his sole son
Do this same villain to heaven. (3.3.74-78)

Hamlet may believe he is delaying from fear of sending Claudius to a "heavenly" afterlife; however, there are times when Hamlet could have killed Claudius when he was not at prayer. According to Lesser, "Claudius is not always well attended. In Act IV, Scene 1, Claudius and the queen are able to confer privately simply by dismissing Rosencrantz and Guildenstern. There are no attendants about. If Claudius and Gertrude are able to be alone, even for a few minutes, surely Hamlet could have seized an opportunity to kill Claudius, simply by having the Queen sent away. There is another reason why Hamlet delays killing Claudius, and Hamlet himself is not even aware of it.

Sigmund Freud, the father of modern psychology, was first to attribute Hamlet's delay to his Oedipal complex. Freud's discovery of the Oedipal complex is based on Sophocles' Oedipus Rex. In this drama, Oedipus unknowingly murders his father and sleeps with his mother. Through his research, Freud discovered that all men unconsciously desire to sleep with their mother. Freud also discovered that the human mind is composed of three distinct personalities—the id, ego, and the superego. According to Booker:

The relationship between the Oedipal drama and Freud's tripartite model is quite clear and quite direct. The infantile mind is essentially the source of the id; the authority of the father, which triggers the Oedipal crises, becomes the principal source of the superego by

limiting the id-based desire for the mother. (29)

According to Freud's model of the human mind, Hamlet's Oedipal desire to sleep with Gertrude stems from his id, and his desire to avenge his father's death stems from his superego. What does this have to do with Hamlet's delay in killing Claudius? In his *The Interpretation of Dreams*, Freud remarks:

Hamlet is able to do anything – except take vengeance on the man who did away with his father and took that father's place with his mother, the man who shows him the repressed wishes of his own childhood realized. Thus the loathing, which should drive him on to revenge, is replaced in him by self-reproaches, by scruples of conscience, which remind him that he himself is literally no better than the sinner whom he is to punish. (299)

Claudius represents Hamlet's id, the part of Hamlet that desires to sleep with Gertrude. King Hamlet, however, represents Hamlet's superego, the part of his mind that seeks to control his id, or his desire to sleep with Gertrude. Because King Hamlet died at the hands of Claudius, Hamlet's id is gaining strength. This is what makes it impossible for Hamlet to kill Claudius. The strength of his id is stronger than his superego, especially since his superego (King Hamlet) is dead. The strength of Hamlet's id is quite apparent in the scene between Hamlet and Gertrude. In Act 3, Scene 4, Hamlet is berating Gertrude for her sexual behavior and the "rank sweat of an enseamed bed." At this moment, King Hamlet appears as a ghost. At this point, Hamlet's desire to sleep with Gertrude is at its strongest. When Hamlet's desires (id) are about to become conscious, King Hamlet (superego) appears to prevent the desire from being realized. Hamlet remarks to the ghost, this revealing his guilty conscience of both his desire and delay:

Do you not come to tardy son to chide,
That lapsed in time and passion lets go by
Th'important acting of your dread command?
O, say! (3.4.107-110)

In response to Hamlet, the Ghost replies:

Do not forget! This visitation
Is but to whet thy almost blunted purpose. (3.4.111-112)

Symbolically, Hamlet's superego has gained control of his id, thus enabling Hamlet to get on with the business of avenging the Ghost's death.

In Act 5, Scene 3, Hamlet does kill Claudius. What makes Hamlet finally kill Claudius after so long? Hamlet is finally able to kill Claudius because Gertrude has now died. Because Gertrude is the object of Hamlet's desire, and she has now died, Hamlet's desire for his mother has also died. Because Hamlet no longer has to repress his desire, his strength returns, thus enabling him to kill Claudius not just once, but twice. Hamlet first cuts Claudius with his rapier, then forces him to drink from the poisoned cup. Each of Claudius' "deaths" represents different things to Hamlet. One death represents the death of King Hamlet, and the other represents the death of Hamlet's id. As soon as Gertrude dies, Hamlet is able to kill Claudius. And only after the death of Claudius is Hamlet able to rest, symbolized by his physical death.

Because Hamlet's unwillingness to kill Claudius is repressed, he is not even aware of the

reason behind his delay of avenging his father's death. According to Lesser, "He is troubled first and last by the mysterious force within him which keeps him from executing it":

I do not know
Why yet I live to say 'This thing's to do,'
Sith I have cause, and will, and strength and means
To do't. (4.443-46)

Hamlet is revealing that he does not even know why he delays in killing Claudius. And if Hamlet does not know why he is delaying, any interpretation that Hamlet is delaying out of fear is invalid. Hamlet also may have plenty of time to kill Claudius when he is not in prayer, so any interpretation that includes Hamlet's concerns for Claudius' afterlife is also invalid. Both of these interpretations rely on Hamlet being conscious of his actions. And if Hamlet is not conscious of his behavior or lack thereof, it must be because his desire stem from that part of him in which he is unaware, his id.

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Quakers: A Silent Influence

By Connie Green Gritz

In the mid-1600s, a new, independent religious sect was founded whose values and beliefs went against the convention of the Church of England. This new sect called themselves the Society of Friends, or Quakers, whose faith and practices were so radical that persecution fell upon them. Ultimately, this persecution and their desire for spiritual freedom led them to flee England and establish a religious haven in Pennsylvania.

There were many independent religious sects in England in the mid 1600s due to the conventionality and stringent rules of the formal Church of England. Quakers were one of the few that sustained and expanded. This was due to Quaker founder George Fox and his belief of an "inner light" and a personal experience with God's salvation. Fox and his early converts shared similar dissatisfaction with conventional religious beliefs. He and they believed in a more personal and direct spiritual experience rather than that of the formal and ceremonial religious practices of the Puritans and the Church of England. In other words, they believed, one could feel the salvation of God within and be moved to speak of the experience rather than being preached to and attending a structured religious service. Quaker worship, way of life, and custom of dressing all made the Friends easy targets for the strict English religion and government.

Their style of worship was an oddity by itself. They had no clergy, no pulpit, no ceremony, nor did they worship in a church. Quakers met in a simple meetinghouse with rows of benches and a partition to separate the men and women. No one spoke unless moved to speak by God; then if so moved, anyone was permitted to speak, man or woman.

The Quakers' quirky and radical differences in appearance, practices, and beliefs spurred persecution of the Friends. As everyone knows, Quakers were and are pacifists, in most cases refusing to bear arms during conflict. They refused to remove their hats to those in authority or who were considered financially and socially their superior. They refused this practice because Quakers believed all men were equal. Quakers felt that a man should remove his hat only in the presence of God (Bacon 19).

Quakers have also been known for their use of "thee" and "thou" instead of "you." This was considered disrespectful in England, because "thee" was used as second person singular. This was an assault on the social strata of the time as common people were to address those above them as "you". These anti-authority beliefs were all reasons for the government to feel threatened enough to punish and persecute the Quakers.

Persecution in England was severe and swift. Quakers were jailed frequently during the Society's first forty years. "Some historians estimate that 15,000 had been imprisoned by 1689, when the Act of Toleration finally was passed" (Bacon 19). If prison were not enough, Quakers would be whipped publicly or have to endure tongue borings and brandings in the government's efforts to rid England of this sect. During his lifetime, George Fox was jailed eight times. The conditions of the jails were horrifying and disgusting, filled with stench and filth. There was no heat in the wintertime, no toilet facilities; sometimes there was no shelter from wind and rain.

"Prisoners were supposed to pay the jailers for their food, and to endure whatever whippings or other punishment the jailer saw fit to inflict. There was no privacy for women, and lice were a common problem" (Bacon 19).

Tragically, this persecution had somewhat little to do with Quakerism, but was more of a side-effect of King Charles' secret scheming to reinstate Catholicism as the state religion of England. The King harbored a strong dislike of Puritanism and also had a very sinful sexual history for which he was looking to be forgiven. In pursuit of his own personal interests, he mixed international politics and his own interests. The English alliance with Sweden and Holland was just beginning, offering two advantages. The first was an end to naval conflicts between England and Holland, and the second was three Protestant countries put a hold on French expansion in the colonies. However, King Charles was secretly negotiating with France for England to return to Catholicism as the official state religion. The Secret Treaty of Dover brought England and France together against Holland. The King would agree to confess publicly to the Roman religion and accept French money and troops to re-establish Catholicism in England. His plan failed when English Parliament discovered his secret plan. Upon uncovering the news, they toughened the Conventicle Act, "the law which dissidence was to be rooted out. This was to provide speedy remedies against the growing and dangerous practices of seditious sectaries and other disloyal persons" (Fantel).

The Conventicle Act was bad news for Quakers, however. It affected the Catholics very little because of the power they possessed. Quakers, on the other hand, were a weaker, easier target.

Despite their persecution, the Quakers were ultimately led to an expansion and strengthening of their faith. Quakerism had the ability to attract people from every social and educational background because of their unwavering commitment to equality, honesty and a peaceful life. Even though George Fox was just a shoemaker with a basic education, his spiritual vision attracted men of greater financial and educational resources. William Penn was one of these men.

Ironically, the persecution strengthened the Quakers' sense of self with a divine mission. Their persecution did not dissuade the Friends to hide away and worship in the shadows; they held their meetings publicly. Further, despite, or perhaps, because of their opposition to authority, they had a reputation for complete and utter honesty. This was appealing to many others who were unsatisfied or embittered with the Church of England.

Because of their uncompromising beliefs, they endured more persecution than any other independent religious sect in England. Unfortunately for the Quakers, this followed suit into the colonies of the New World, as well when some traveled on missionary trips to preach their word. Persecution of this radical and unconventional religious sect was awaiting them on the shores of the New World.

The rigid, sterile Puritans of the Massachusetts Bay Colony had a deep fear of Quakers, citing dissent, heresy and work of the devil as reasons to persecute, imprison, and even kill Quakers arriving in their Puritan colony. Eventually, Massachusetts passed a law with hefty

fines against Quakers and shipmasters transporting Friends into their colony. This law was passed while the colony was still holding eight Quakers in jail after searching their belongings for “erroneous books and hellish pamphlets.”

On July 11, 1656, two Quaker women arrived in Boston Harbor causing immediate action of Massachusetts Bay Colony magistrates. "As if a formidable army had invaded their borders, as one observer was to have said" (Bacon 3). The women, probably unthreatening in appearance, were twenty-two year old Mary Fish and middle-aged mother of five, Ann Austin. They were held upon their ship, the *Swallow*, while Massachusetts authorities searched their things. A common hangman burned their things publicly in the marketplace. Mary and Ann were then imprisoned and strip searched for items that may have related to witchcraft. They were kept for five weeks before being released and sailed on to a Quaker Colony in Barbados.

Even though these women were so quickly removed from Massachusetts Bay Colony, Quakerism was still able to permeate colonies from Maine to South Carolina. The vision of a colony based on Quaker beliefs had long belonged to George Fox and then, eventually, William Penn. Penn, like Fox, was dissatisfied with conventional religious practices and converted to Quakerism.

George Fox explored the wilderness of Pennsylvania with the dream of a Quaker colony. However, it was to be William Penn, an Englishman of worldliness, wealth and influence with the King, that would bring the reality of a Quaker colony and a “holy experiment” to fruition with his Pennsylvania charter.

William Penn, son of Sir William, was granted a charter in March, 1681, as a repayment of debt to his father from Charles II. This charter and new colony named Pennsylvania would be the laboratory and Penn the scientist for what he called a “holy Experiment.” Penn had a spiritual vision for Pennsylvania. He would create a colony where Quakers and other religious groups could live without persecution, worship as they pleased, and govern themselves as they saw fit. It would be a colony based on Christianity and virtue. He viewed it as an experiment and/or example of what mankind could do if living by the will of God (Bronner 1). In the fall of 1682, more than one hundred Quakers including William Penn boarded a small ship named *Welcome* and began a fifty-three day journey to religious freedom and away from religious suppression. Of these one hundred plus, there were women, children, and men. Some of the more prominent travelers were privileged enough to get privacy cabins while the rest huddled together on low-ceilinged decks. Seasickness, fear of the criminal-like crew, and the ominously, endless sea caused great anxiety to the Quakers. The crew tormented the passengers, picked fights with the men, and took advantage of the women. There was a lack of fresh food and water. A smallpox epidemic broke out, spreading rapidly and leaving thirty one dead. Penn was immune to the disease from a bout with it as a child, so he cared for the sick while providing the well with a compassionate leader with strong character to keep them from despair. This was a rather dismal beginning, laden with grief and doubt.

On the fifty-third day, Quakers had scent and sight of land. "The ordeal of passage was almost over. Ahead lay a land where none would be imprisoned because God appeared to him

differently than to the government" (Fantel 4). Penn and his Quaker colonists had arrived. Finally, they could all begin Penn's "holy experiment."

Penn's interest in American colonization was twofold. The more important of these was a place for his Quakers to escape from religious persecution and unjust treatment by those who were intolerant and rigid. Of course, creating a successful and profitable colony was necessary even though secondary to Penn. Pennsylvania's natural resources and location contributed to making it the richest colony in the 18th century.

The Quaker belief in living in accordance to God's will and the radical idea of equality of men was essential to the success of Penn's "holy experiment." Quakers were the most important ingredient in Pennsylvania society during its first twenty years of existence. In the counties of Bucks, Chester and Philadelphia, a non-Quaker was an oddity in Pennsylvania's first twenty years. The success of Pennsylvania was almost certainly due to the resiliency of the Quakers, for they had undergone such persecution in England. "Of the early Quaker purchasers of land in Pennsylvania, more than half are known to have undergone persecution in England. Pennsylvania, in short, was populated in the early years by men steeped in a tradition of opposing prescriptive authority" (Nash 171).

Even though Quakers were known for their opposition to authority, they did not, however, lack self control. Their simplicity of dress and plain language were examples of restraint that were uncommon in the seventeenth century. Their commitment to and belief in non-violent practices and refusal to bear arms would undoubtedly require immense self control in a time when there seemed to be ongoing conflicts. Later, however, there would be Quakers known as Free Quakers who would bear arms in the War for Independence. Quaker communities were a very tight-knit, supportive group interested in the well-being of one another. This spread throughout Quakers everywhere. Quakers were committed to traveling and visiting other Quakers throughout the world preaching the word. This strength of character of the Quakers and Penn would give Pennsylvania much advantage toward success (Nash).

Quakers were also responsible for Pennsylvania's financial success. Quakers believed in being thrifty, frugal, and working hard. At the same time, they were against frivolity and extravagance. William Penn, as their Governor and fellow Friend, urged them to be frugal and industrious and told them, "A Penny Saved Is a Penny Got," sixty years before Benjamin Franklin published *Poor Richard's Almanac* (Bacon 60).

Because of their work ethic and financial restraint, Philadelphia Quakers became wealthy. With this wealth, however, some Quakers did increase their standard of living by building city homes, country homes, and sometimes plantations where they would entertain visitors. However, they would not indulge in idle extravagances such as gambling, dancing, art, music and theater (Bacon).

Pennsylvania's economic success ranks at the top with only a few in colonial history during its first twenty years. Pennsylvania's momentum started with Penn's effective emigration promotion. From the start, the colony had highly skilled craftsmen and Quaker merchants who

were established, well-respected men. Pennsylvania owes the success of its birth and the first two decades to the presence, industry, and financial sensibility of the Friends.

The Quakers not only contributed to the success of Pennsylvania, but have been in the forefront of many social reforms. Quakers in England were the first in the world to recognize that the mentally insane were receiving inhumane treatment and deserved better care. Quakers helped found Pennsylvania Hospital, which was the first institution in the New World that offered medical and occupational care for the insane. Quaker advancement in the treatment of the insane was unparalleled due to their humane attitude and their insight into future psychiatric treatments.

Prison reform and care for the poor were very relevant and close the heart of Quakers. Early Quakers had been persecuted and imprisoned leaving their families impoverished, so they knew the mistreatment of prisoners first hand by the prison systems and felt the sufferings of the poor. The Philadelphia Society for Alleviating the Miseries of Public Prisons was established by Quakers to improve conditions of sanitation, shelter, and treatment of imprisoned. Meetings for sufferings were established for Quakers to care for their own poor and widows.

Quaker belief in equality was inherent from the inception of the religion, so women were always treated as equals in the home, the schoolroom and the meeting house. It was not so surprising that Quakers were interested in the women's rights movement. However, Quaker women involved did not act as the other feminists, wearing bloomers, smoking cigars, or calling attention to themselves. Their approach was quiet and feminine yet determined and strong while working on and often succeeding on human rights for all. Their belief in equality also encompassed race; therefore, Quakers found slavery abhorrent and were deeply entrenched in the movement for the abolition of slavery. The Quakers staunch commitment to their beliefs cements them into important social reforms in history.

The strength of character possessed by early Quakers in England enabled them to endure brutal persecution and, then, carried them forward to the New World where they would flourish and ultimately become the cornerstone of a new colony, Pennsylvania. Although Quakerism is based on the concept of simplicity and their meetings sometimes were a serene silence, their early history leaves an impression of a complex and resounding people.

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Teen/Adolescent Suicide

By Gladys Maria Boada



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What lies in the mind of a child going through adolescence? Do we remember what went through our minds when we were going through our own adolescence? Maybe we do not remember or we prefer not to remember. A child becoming an adult goes through many changes, including physical, mental and moral. Regardless of wealth, creed, religion or race, the changes teens and pre-teens go through are very similar. The kind of family and friend support they receive is the deciding factor in how the stressors these times bring will affect the child.

The number of suicides among adolescents has risen more and more. The times of adolescence can be turbulent ones. The stressors that teens deal with are vast and overwhelming; new experiences, new relationships, decisions for the future, and physical changes make these times quite difficult. Some teens feel overwhelmed by these changes, and some do not understand or know what to do or how to act during these changes.

According to APA online, suicide is the second leading cause of death among teens, and 53% of teens that commit suicide were substance abusers.

Although many stressors that teens have to deal with, such as physical changes, are obvious to the naked eye, there are many traits that cannot be seen. Teens need strong family and friend support to help them during the turmoil. If teens have to witness family problems such as divorce, alcoholism, domestic violence, or if they themselves experience sexual abuse, they sometimes turn to substances to medicate the pain, or they become depressed.

There are many factors to consider when it comes to teen/adolescent suicide. We will look at a few of these factors: how suicide may be contemplated; what warning signs to look for; the risk factors involved; and how early recognition could lead to successful treatment.

The topics that will be covered are as follows:

1. How depressed teens become suicidal
2. Myths and facts about suicide
3. How to prevent teen/adolescent suicide
4. Early recognition of childhood depression
5. Music lyrics and the effects they have on teens
6. Peer pressure
7. Sexual abuse
8. Sexual preference
9. Signs to look for and risk factors
10. What to do when a teen/adolescent admits to contemplating suicide

11. How to help a child in need
12. Informational books on suicide
13. Resources and crisis hotlines

How depression becomes suicide

To better understand the cause of teen/adolescent suicide, we must first understand what is going on inside a suicidal teen's mind. Many teens that contemplate suicide suffer from depression and very low self-esteem. Many of these teens try to reach out and tell anyone who listens that they feel this way, but not in those exact words. Parents, teachers, and friends would be the first to notice a change in the teen and, hopefully, to question it.

If the teen's parents are going through a divorce, then this could be a stepping stone for the teen to start feeling depressed. The parents might become so involved with their own problems that they, without realizing it, ignore the child that so desperately needs them. These teens go out to seek the attention they do not get at home and thus find themselves in the wrong crowd. Drugs are then introduced. Unfortunately, most teens that are depressed do not know they have a disorder.

Boys commit suicide more often than do girls. The difference is how the suicide is committed. Boys will use more aggressive ways of committing suicide, such as firearms, while girls, for the most part, use pills. It is important to take suicide threats seriously. "It doesn't seem right that a teenager who has lived for such a short time would choose to die."

Teen suicide

A lack of parental interest may be one of the problems that many children have to face. Parents should be aware enough of their children's personality traits to recognize any change in attitude and any ways that have changed. Parents will then be able to know that their child has a problem.

To recognize when and if your teen/adolescent could be going through some trauma, there are a few clues that parents must look for to see if, in fact, they do have a dilemma.

- Has the child's personality changed dramatically?
- Does the child have a problem with their boy/girlfriend?
- Is getting along with friends or parents difficult?
- Is the child encountering withdrawal from people to whom he/she used to feel close?
- Is there a lack of interest in school? Are grades failing?
- Does the child seem bored?
- Is he/she experiencing difficulty concentrating?
- Is he/she rebellious in a severe way?
- Is she pregnant and can't cope with the change?
- Have eating and sleeping habits changed?
- Has personal appearance changed for the worse?
- Is he/she giving away prized possessions?
- Is he/she writing notes or poems about death?
- Does the child talk about suicide, even as a joke?

These are just a few indicators that a parent should be aware of as a signal that there might be something wrong that must be attended to immediately, before it is too late (Teen Suicide).

Myths and facts about suicide

It is a myth that when a person talks about suicide, he/she does not kill him/herself. The fact is that eight out of ten suicides have spoken about their intentions before killing themselves.

Another myth is that people who kill themselves really do want to die. In reality, most people who commit suicide are really confused about whether they want to live or die. When suicide happens, it is often a cry for help that ends tragically.

Yet another myth is that once the depression has subsided, the would-be suicide is out of danger. In actuality, at such a time they are most vulnerable to reversal. Something can go wrong to make the person even worse than he/she was before. The person's apparent calmness may be due to the fact that he/she has already decided to commit suicide.

The myth is that when people talk about suicide, one should try to get the idea out of their minds, and change the subject if possible. The truth is that one should take them seriously, listen, let them talk and express what they are feeling, offering any help if possible (Myths and Facts about Suicide).

Early recognition

Early recognition is the key to prevent and, hopefully, avoid suicide. If parents were to ask their children about their problems, things can get out in the open. Parents should not be afraid to say the word suicide. Saying it might help children think that someone has heard their cries for help. Always assuring teens that they are loved, asking them about their feelings, and just getting involved in what they are doing is a start to preventing children's suicidal thoughts (Warning Signs and Risk Factors of Suicide).

Music lyrics and the effect they have on our teens

The impact of music lyrics and music videos on our teens has become a very important issue since music has undergone a dramatic change in the past 40 years. This should be of vital interest and concern for parents. Lyrics have become increasingly explicit, particularly when it comes to subjects like sex, drugs, death, and violence. Heavy metal is one of the main styles of music with lyrics that pertain to death, drugs, injuries, homicide, suicide, and sexually transmitted diseases. These lyrics pose a threat to the health and well-being of those teens that listen to them and take these lyrics as a poetic venture. At the same time, music is an important part of children's lives. Most teens do not fully understand the lyrics of the songs to which they listen. They tend to interpret their favorite songs as if they were about love, friendship, religion, and other topics related to teenage life. Preference for heavy metal may be a marker for alienation, substance abuse, psychiatric disorders, suicide risk, or risk-taking behaviors during adolescence.

It is in the parents' best interest to listen to the lyrics of their teens' favorite songs and make sure they are not violent, sexist, drug-oriented, or antisocial (Music Lyrics and the Impact on Our Children/Youth).

Peer pressure/sexual preference

A teen's friends are a major influence in his/her life. Teens have a choice as to whom to have

as friends. Sometimes, however, the ones that are not good friends are more evident in their lives, and have more of an effect on teens, than their true friends, an unfavorable effect. When our teens decided to rebel and do what they want to do, they make themselves to those who do not approve of what they wear, their hair color, jewelry, and choice of sexual preference. This scenario makes it difficult for teens to be able to express themselves. Other teens may make fun of them, their own family members may be critical, so teens have nowhere to turn but to a group where they are more readily accepted.

The new group of friends could be a bad influence on teens. Here is where teens might discover drugs, alcohol, cigarettes, and all-around bad habits.

If parents become aware of their children's old or new atmosphere and who surrounds them, they could very well take part in the activities of their children.

We many times take for granted that our teens may be gay or lesbian. This can be very difficult for parents, but discussing the issue of sexual preference and letting teens know that they are accepted for who they are could mean the difference between life and death for them (Teen Suicide).

Sexual abuse

Many children who have been sexually abused keep it to themselves. Parents do not become aware of these situations, because the children are either threatened, or become withdrawn, the perpetrator is someone in the family, or the children feel guilty. The lack of communication between parents and children is a key factor in children's silence on this issue.

If the sexual abuse comes from someone in the family, children become even more withdrawn because they cannot hide from the person causing them harm. The worst scenario would be that of one of the parents or an older sibling as the perpetrator. Children in this situation feel that there is nowhere to go, so they seek help or escape in substance abuse and then the idea of suicide starts dancing in their minds. Unattended, depressed children can become suicidal; it is just a matter of time (Depression in Teens).

What to do when a teen admits to contemplating suicide

If signs are evident that a teen/adolescent is contemplating suicide, the parent asks the teen if he/she is thinking of it, and the child says yes, the parent will become alarmed and may not know what to do. Although it seems like a difficult and probably impossible task, here is a look at some approaches:

Listen

- The child must be encouraged to talk to the parent or someone he/she trusts about what he/she is contemplating.
- There are no simple solutions, so the parent should not feel obligated to find a solution or even to give advice. Listen to the child and try to imagine how you would feel if you were in his/her shoes. Trade places with him/her mentally to get a better look at his/her picture.

Be Honest

- If the child's words or actions scare the parent, the parent should let the child know. If the parent is worried, the parent

should let the child know. Being phony will not help. Do not pretend that everything is all right when in reality it is not.

Share Feelings

· Let the child know that there are times when everyone feels lonely, sad, hurt, or even hopeless. Let the child know that you share those feelings too. The child should know that he/she is not alone.

Get Help

· Professional help should be sought; it may be crucial.
· There are many prevention centers as well as crisis hotlines that can help.
· Schools have programs that deal with suicide. The parent should make him/herself aware of these programs and how they

work. Contacting the proper person at the child's school would be appropriate.

There are listings in the blue pages of the telephone book that have plenty of help lines and hot lines to help with these and other teen/adolescent problems (When a Child Talks about Suicide).

Helping a child in need

When a child says he/she wants to commit suicide, the person who hears it must take it seriously. Many times people don't take an announcement of suicide seriously, believing that if a person were going to commit suicide, he/she would have done so already. This is the confusion between the actual statement of intent and the cry for help.

A person must listen with his/her heart, not only with his/her ears. As soon as the words are heard, the person must put down what he/she is doing and make 100% eye contact with the child when he/she is talking. Always give a child respect, time, praise, encouragement, consideration, and the same respect given to another adult.

Let the child know that loss and loneliness are natural in life. Help the child understand that a friend can make that choice of walking away from a relationship and that life does not end there. There are other teens feeling the same way, wishing and hoping to find someone like him/her to talk to and with whom to become friends.

Parents are so busy now and practically don't have time for their children. Some parents ship their children out to different activities so they can find time for their own things. Some children would rather share time with their parents instead of going to camp or playing soccer. Parents need to hug their children and tell them that they are loved and that no one is perfect and always let the child know that you are there for them (Warning Signs and Risk Factors of Suicide).

Informational Resources on Suicide

In America, there are many resources that can be sought for many problems. It is just a matter of picking up the telephone book and "letting your fingers do the walking." There are many hotlines for many different purposes. Here is a list of the main hotlines that a parent might need once their child/children hit the teen/adolescent years.

National Drug Abuse Hotline (800) 662-4357

CDC AIDS Information (800) 342-2437

National Runaway Hotline (800) 621-4000

Nat'l Hotline for Missing &
Exploited Children (800) 843-5678
Youth Crisis Hotline (800) 448-4663

You can find more information about these hotlines and how to find more in your area at <http://www.child.net.teenhelp.htm>.

Reading about Suicide

It is also smart to know about the subject before it actually happens. Being prepared ahead of time is a good thing. Parents should be knowledgeable on the subjects that concern them the most. There are many books on suicide that can inform a person on what to look for and what to do if ever faced with this kind of situation....

Reading about a subject that matters to so many people will help the reader not only if they are faced with the different types of situations but also helping others with theirs. A person/parent can read and get informed on what and how to do things to try to keep stability in their home, but first and foremost the person/parent must care for what they are reading and learning to be able to function when and if these times of turbulence occur in their lives.

Parents today are much different from the parents of yesterday, but not as different as the parents of tomorrow will be. If parents/guardians would take more time to realize that the baby that grew into a child and then became a teenager and soon becoming an adult is becoming whatever they molded them to become, this is a reflection on them.

Life is too short as it is; when there is a teen/adolescent contemplating suicide threatening to make their life even shorter, it is time for the parent/guardian to look within themselves and see what they can do to save their child. All we need is love.

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Depression in Teens. <www.depression.com/health_library/special_groups/special_01_teens.html>.

Helping a Child in Need. <www.yellowribbon-chicago.org/childneed.html>.

Crisis Hotlines. <www.yellowribbon-chicago.org/hotlines.html>.

Music Lyrics and the Impact on Our Children/Youth. <www.aap.org/policy/01219.html>.

Myth and Facts about Suicide. <www.jaring.my/befrienders/youth1.htm>.

National Help Resources. <www.child.net.teenhelp.htm>.

Teen Suicide. <www.psych.org/public_info/teen.html>.

Warning Signs and Risk Factors of Suicide. <www.yellowribbon-chicago.org/warning.html>.

When a Child Talks about Suicide. <www.sanpedro.com/spyc/talks.htm>.

Home Schooling: An Alternative to Public School

By Chris Moyer



Never before have parents been so disgruntled about their children's education. From big city schools to suburban schools all across the United States, for various reasons the quality of education in our public school system is on a declining trend. Parents are seeking an education that will allow their children to grow in a high tech world where a quality education is vital to their future success. Parents need a change; they need to feel secure that their children will receive this education they so rightly deserve. Therefore, parents are taking their children's educations and futures into their own hands. Due to the decline in the quality of education in public schools today, many parents are choosing home schooling as an alternative.

In many cases, parents are choosing home schooling over public schooling since public schools are not meeting the student's academic needs. Parents expect their children will learn to read, write and acquire basic math skills by the time they graduate. However, public schools throughout the United States are failing to teach these basic academic skills. Author Ronald Nash states that "thirteen percent of American seventeen year-olds are functionally illiterate" (qtd. in Walker, par. 3). Dr. Charles Walker, Educational Director of the American Association of Christian Schools, explains, "Many who graduate from high school or college cannot read or write well enough to fill out a job application or to read an instructional manual" (par. 3). The primary reason for this atrocity is that children's literacy is just being neglected. This is a tragic statistic for a country claiming to be so well developed. Parents' home schooling their children will be able to spend the time and energy to ensure their children become literate.

In addition, parents are choosing home schooling since public schools are operating on protocol instead of taking student's individual needs into consideration. The school year is based on an academic calendar year. Students are expected to be able to complete specific tasks by the end of that year. When students fail to meet these expectations, they are required to repeat the same grade the following year. For example, if a student is having difficulties in reading but is doing well in all other subjects, he or she will be required to repeat that grade. Luigi Manca, a communications professor at Benedictine University and home schooling father of a daughter, in an article in Time Magazine states, "The problem is that schools have abandoned their mission" (qtd. in Cloud, par. 8). Manca also acknowledges, "They've forgotten about education" (qtd. in Cloud, par. 8). Shery Butler, a public educator and home schooling parent, wrote an article for Gifted Child Today Magazine in which she says, "I saw my children stymied intellectually in a system that was more committed to protocol than education" (par. 3). If public schools want to effectively teach students, they must stop worrying about politics and get back to the root of

teaching children. They must adapt to each child on an individual basis and work to make that child a future success. They must leave the task of operating the school district like a business in the administration building and not in the classroom.

Violence causing the quality of education to decline in public schools is another vital reason for parents choosing to home school their children. A staggering fact on school violence is that three million crimes a year are reportedly carried out in and around public schools (Toch, par. 2). In an article in US News and World Report, Thomas Toch states, "The terrifying thing is that the nature of school crimes has grown more violent" (par. 2). In a study done by the University of Michigan, results indicate that nine percent of eighth graders carry a weapon to school (Toch, par. 3) and many children in eighth through twelfth grade fear for their life (Toch, par. 4). The Columbine High School tragedy, in which two students came to school and massacred fellow students, could be considered a final straw for parents. With staggering statistics such as these on crime in public schools, it is not difficult to see why home schooling is becoming more popular in the United States. Parents just don't want to have to worry about the safety of their children being jeopardized. Being a good parent is an instinct. Being the father of four children ages nine, six four and two, I live this everyday. Parents want the absolute best for their children, with no compromise. With the lack of basic teaching, school politics being more important than education and the crime in public schools putting their children in harm's way, parents are ready for a change. With the many advantages to home schooling, this just might be what parents are looking for.

One advantage to home schooling is that parents can establish a curriculum to best suit their children's needs. Though the law says parents must keep a portfolio of work completed, logs of hours of study completed and standardized tests at various ages for submission to school officials, the curriculum for teaching is left up to the parents. Students of home schooling can move ahead quicker because their subjects are based on what they like and need for their future (Butler, par. 12). Butler also explains, "Students can work at or above their proficiency level" (par. 12). Students do need a curriculum that teaches them certain basics, but also need one that will be interesting to them. Public schools teach by a set of rules with little consideration for the child's interests. If a student is not interested in a certain subject, they will become bored and learning will become jeopardized.

Flexibility of the family schedule will be an added advantage to being a home schooling family. These families can adjust their study schedules based on their family lifestyle (Butler, par. 13). Unlike in public schools where classes are a set length in time, home school students can make adjustments. If they need more time in a certain subject, they can put additional time into that subject. If they don't need as much time, they can move on to more important subjects. Another advantage to flexibility is the family being able to participate in family activities without school conflict. If they choose to take a vacation, they can do so without the children losing any study time, unlike in public school. They could even take their textbooks anywhere they go (Butler, par. 14), or they can study harder once they're back home again.

The results of students participating in home schooling will be an added incentive for parents choosing home schooling or public school. In an article in Education Digest, Michael Romanowski asserts, "Evidence shows most home schoolers do very well on achievement tests, often outperforming their public school peers" (par. 15). In World and 1, Helen Mondloch states from an often quoted NHERI study: "Homeschoolers excelled on national standardized tests, outperforming peers in both public and private schools by more than thirty percentile points in subjects across the curriculum" (par. 51). In a study that is more current, Lawrence Rudner,

national testing expert at the University of Maryland explains, "Homeschoolers perform one to four grade levels higher than the rest, and the gap widens with the number of years spent learning at home" (qtd. in Mondloch, par. 53). Based on research done by various individuals, results definitely indicate that home schooled children are receiving a better education than their peers in public schools. This shows the dedication these children have for this form of education.

Public schools may have been the center of learning years ago; however, today they are not meeting the needs of the students. Parents strive for the best education available to meet the needs of their children. As a result, many parents are choosing home schooling as the method of advancing their children's knowledge. In this method of education, both parent and child show complete dedication. Based on the facts involving the advantages and the results of children that are home schooling, this method of education appears to be a successful alternative for parents who are discouraged by the public school system.

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Feng Shui



By Brenda Koehler

In Taoist thought everything is made of qi or energy. The Chinese say qi is the energy that gives us life, that makes rivers flow and plants grow. Qi is our spirit, our emotions, our subconscious, our creative intellect. Although these principles have driven Eastern culture for thousands of years, there is no equivalent term in English for qi, or recognition in the West even of its existence (Liu). However, lately this elusive concept has established a stronghold in the bottom-line-driven capitalist world largely due to its charismatic ambassador, feng shui.

What is feng shui? To many people it has simply been a rattling collision with the discovery that a whole world exists beyond the reach of intellect, a place where conventional logic dissolves. Based on the Tao Te Ching's doctrine that the world is a swirling network of energies and that success may be attained by correctly aligning ourselves with it, feng shui is about harnessing the energies of one's environment to attain prosperity. Many feng shui consultants maintain they can accomplish this by re-positioning the objects within a home or office and changing color, lighting and textures.

Mitch Lansdell is an example of someone whose experience has led him to acknowledge the powerful enigmatic workings of feng shui. Lansdell was in desperate straits in 1998 as the acting manager of the Los Angeles suburb of Gardena. The city of 59,000 residents faced a \$4.7 million budget deficit, and Lansdell was at the end of his perseverance and ingenuity. In sheer desperation he agreed to try a feng shui practitioner. The consultant, Angi Ma Wong, came to Lansdell's office, permanently sealed off one of his doors, put all his books in the southeastern corner and arranged his desk so he could face northeast when talking on the phone during important calls.

Within three weeks, Lansdell was promoted to full-time manager of Gardena, whose economy then got a boost when Hustler magazine publisher Larry Flynt bought a bankrupt casino there. This month Lansdell expects Gardena's deficit to decrease to 2.9 million. If this was a coincidence, Ma Wong's other clients don't think so. They include 65 real estate developers as well as Universal Studios and Coty Beauty, the fragrance concern. If feng shui's effectiveness is an illusion, it's occurring on a massive scale throughout the country. Real estate tycoon Donald Trump uses feng shui, as does the brokerage house Merrill Lynch (Singh 97-98).

Feng shui has burrowed deep into American culture, opening up a new way of perceiving reality, and making people question accepted traditions. The Tao states spirit and matter are two aspects of the same thing and feng shui incorporates this into its everyday practice. While architecture and interior design concern themselves with structure, function, and visual impact, feng shui takes into consideration the conscious and unconscious associations a person may have with a space and the objects within it, as well as their placement. According to its philosophy, a person's home can be the overlap between the inner and outer universe, the crossing point between inner and outer reality, an empowering sanctuary (Linn 21).

The knowledge that spirit is inherent in matter was scientifically discovered by Einstein and forms the basis of his field theory. In fact, with the advent of the relativity and the quantum theories, modern physicists' concepts of reality were shattered and forced in line with a Taoist point of view. The universe is no longer officially seen by the scientific community as a machine made up of a multitude of separate parts but as a harmonious indivisible whole, a network of dynamic relationships that include the human observer and his consciousness in an essential way. But it is feng shui with its more accessible concepts and more easily realized benefits that is bringing the individual's ability to manipulate the immaterial world into sharp and perceptible focus.

Carl Sanders called a feng shui practitioner as a last resort. He had always been a skeptic, but since moving into a new house less than a year ago, he had been plagued by misfortune. He lost his job and his wife, and was chronically sick, and in debt. Somewhat sheepishly he asked if the new house was affecting his life. His consultant told him the street that ran directly toward his house was weakening its energy and inducing financial loss. The large tree outside his window was lowering his immune system and causing depression. Having the kitchen on the right hand side where one enters the house was also a source of poor relationships and money loss. Carl moved out of his house and into an environment that reinforced his energy and sharpened his intuitions. Because his problems did not develop overnight, they took time to begin to resolve into a healthier state, but eventually they did. This is one reason why feng shui is better used in the beginning to prevent the fire rather than to try to put it out when it is too late (Liu).

The Japanese used feng shui as a weapon during their occupation of Korea. In order to ensure that the occupation would be successful, Japanese geomancers dug deep shafts into the earth, inserted, then buried upright, long iron poles to act as collectors and redistributors of the land's qi. This was intended as a sort of destructive geomantic acupuncture. To this day, Koreans are trying to find and remove these poles in order to restore their country's original qi flow.

When the Chinese-American architect I. M. Pei designed the new Bank of China building, he neglected to consult a geomancer. When the building was completed, havoc erupted as merchants, individuals and business tycoons scrambled to build surrounding walls and protective structures around their homes and offices to correct the imbalanced feng shui from the seventy-story tower. One of the problems was that it was taller than anything else in Hong Kong. Another problem was that the pointy angles of the building created arrows of qi that pierced buildings all over Hong Kong (Wolfe).

Feng shui anecdotes are easily dismissed by critics, but no matter how irrational they may seem, the effect of the feng shui experience in America has been a cumulative one of fascination and acceptance. It is this positive encounter with a foreign concept in pursuit of the short-term gain that is opening the gate to a more receptive and open-minded attitude to the invisible world around us. This collective heightened awareness could not come any time too soon. According to some people:

We have lost a natural human ability to be close to nature by becoming civilized and industrialized. Before the days of victorious industrialism, civilized men were able to conceive of a systematic mystical relation between themselves and their environment and, by

working on the assumption that the future was orderly, were determined to shape it. We dominate our environment with increasing ferocity and have lost the power to make it speak

about our future. (Freedman 168)

By using feng shui to step back and recognize that we are equal participants in our environment and not the masters of it, we may be taking the first enlightened steps to a healthier and more responsible role as citizens of the planet.

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Veil of Silence

By Mary Beth Miozza

Shakespeare acquaints us with the ever-pleasing Hero in *Much Ado About Nothing*. Hero is a woman who stands behind a veil of silence in a culture that is drenched in a male dominance. Behind this veil was a woman whose self-esteem is dependent on the pleasure she brings to others. By remaining silent to the male rule, Hero is accepted in the culture in which she lives. The only time the veil of silence is broken proves to be a desperate attempt to defend her character.

Hero is pleasing to society by way of her outward beauty. She is fair and pleasing to look upon. Claudio is so taken by her beauty that he falls in love with her the minute he cast his eyes upon her. He shares his feelings with his friend by asking, “Benedick, didst thou note the daughter of Signior Leonato” (1.1.156-157)? He is so overcome by her physical beauty he goes on to admit, “In mine eye she is the sweetest lady that ever I looked on” (1.1.181-182). Claudio’s attraction to Hero is based solely on her outward beauty. His desire to be with her is for the pleasure that her beauty gives him.

By following the direction of her father, Hero’s actions were pleasing to her overseeing uncle Antonio. Antonio compliments Hero’s submission to her father’s rule by noting, “Well, niece, I trust you will be ruled by your father” (2.1.50-51). Hero’s actions pleased Antonio to the point that he trusted her to fulfill his belief in her. She would be pleasing to her uncle as long as she was ruled, not by her own will, but rather by the will of her father.

Hero’s effort to be silent and pleasing to her father is also noticed by her cousin Beatrice. Beatrice acknowledges this by confirming her uncle’s belief, “It is my cousin’s duty to make cursy and say, ‘Father, as it please you’” (2.1.50-53). She expresses the fact that it is Hero’s ‘duty’ to bow to her father’s rule and to also fulfill the obligation in a manner that is respectful by ‘making cursy’. It is Hero’s ‘duty’ to voice not her own desires that please her, but rather submit to the desires that her father will have for her.

Hero is directly obedient to her father as she stands beneath her veil of silence. She is submissive to his direction as to what her answer will be concerning the decision to marry Claudio. He does gently speak to her, but his reminder is direct and without room for question, “Daughter, remember what I told you. If the prince do so solicit you in that kind, you know your answer” (2.1.65-67). Hero silences her inner voice in order to be pleasing to her father. Her reply to the marriage of Claudio would be that of her fathers, and not her own desires.

Hero’s role to be acceptable is so very important to her existence. In a desperate attempt to clear her name of wrongdoing she cuts open the veil of her silence. First, she frantically seeks help from the God she knows, “O, god defend me” (4.1.76)! Then, she boldly states about her name, “Who can blot that name with any just reproach” (4.1.79-80)? Her father’s belief in Hero’s dishonesty turns him against his only child, “I know not [the truth]. If they speak but truth of her, these hands shall tear her” (4.1.189-190). Knowing her true innocence Hero challenges her father by stating, “O my father, prove you that any man with me conversed...refuse me, hate me, torture me to death” (4.1.179-183)! She is willing to take the torture if he finds any defiled evidence against her. She counts her life as not having any worth if she is found to be displeasing in her father’s eyes.

Hero lives under a veil of silence as a peaceful exchange for acceptance in a male dominated world. Her silence is pleasing to the men in her culture and this ensures her acceptance. It is only when her character is falsely threatened, and her acceptance jeopardized,

that she is able to escape the veil of her silence and speak her true voice. In this desperate attempt we see a valiant mark in Hero's character as she voices her true inner being to rightly defend herself.

A Biographical Analysis of *The Old Man and the Sea*

By Clint Kalbach

Many of Ernest Hemingway's stories are either literally or figuratively based on his experiences. Philip Young, a literary critic and authority on Ernest Hemingway, concurs: "Many of the stories...are very literal translations of some of the most important events in Hemingway's own life" (63). *The Old Man and the Sea* continues this autobiographical tradition. When *The Old Man and the Sea* is analyzed from a biographical perspective, it is obvious how Hemingway's life influenced his writing. First of all, *The Old Man and the Sea* can be interpreted as an allegory of Hemingway's career at the time he wrote it. In addition, Hemingway was lonely when he wrote *The Old Man and the Sea*, and his loneliness is apparent in the protagonist's loneliness and isolation. Furthermore, in this novel, women are portrayed in a negative way, which is a result of Hemingway's failed relationships with women, including his mother.

Hemingway's struggle as an author is similar to the protagonist's struggle as a fisherman. Young writes: "*The Old Man and the Sea* is...an account of Hemingway's personal struggle...to write his best.... The...metaphors...need almost no translation" (126). Many people thought Hemingway's best days were behind him. Literary critic Sonny Elizondo agrees: "*The Old Man and the Sea* was published in 1952, after the bleakest ten years in Hemingway's literary career...and people began to think that Hemingway had exhausted his store of ideas" ("Background"). Hemingway was one of the most prolific and successful writers of the 1920s and 1930s, but in 1950, after nearly ten years without publishing a novel, *Across the River and Into the Trees* was published, and it was a disaster. According to award-winning biographer James R. Mellow, "*Across the River and Into the Trees* is the worst of the [Hemingway] novels published during Hemingway's lifetime..." (557).

Similarly, Santiago, the protagonist, was once a great fisherman, but now he is regarded as a has-been, because he has gone "84 days...without catching a fish" (Hemingway 9). Therefore, "many of the fishermen...make fun of the old man..." (Hemingway 11). The diction Hemingway uses to describe Santiago's sail also illustrates how unsuccessful he is as a fisherman. Hemingway writes: "The sail was patched with flour sacks and...it looked like the flag of permanent defeat" (9). Moreover, Elizondo points out: "The simplicity of Santiago's house further develops our view of Santiago as...unsuccessful.... His house is very simple with a bed, table, and chair on a dirt floor" ("Summary"). Hemingway not writing a successful novel in ten years is similar to Santiago not catching a fish in 84 days.

With such a long time between novels and his reputation as a great author on the line, Hemingway had to prove himself again, and Santiago also felt that he had to prove himself again. Hemingway writes: "[T]he thousand times [Santiago] had proved it mean nothing. Now he was proving it again. Each time was a new time and he never thought about the past when he was doing it" (66). To save their reputations, Santiago had to catch a great fish, and Hemingway had to write a great novel; and Santiago's quest to catch a great fish is symbolic of Hemingway's quest to write a great novel. "[T]he old fisherman figuratively sails the author's unconscious...in an attempt to pull forth the great story from its...depths" (Elizondo, "Summary").

Moreover, Santiago's marlin is torn apart by sharks, and that is symbolic of critics tearing apart *The Old Man and the Sea*, which—after the reviews of *Across the River and Into the Trees*—is probably what Hemingway expected. Elizondo concurs: "The sharks are...embodiments of literary critics tearing apart Santiago's (Hemingway's) catch (book)" ("Summary"). Hemingway thought *The Old Man and the Sea* was a great novel. Before the book was published, he said, "It's as though I had gotten finally what I had been working for all my life" (qtd. in Young 132). However, he probably expected literary critics to condemn it. Hemingway was still hurting from the literary critics' condemnation of *Across the River and Into the Trees*, which he thought was fine. According to Mellow, before *Across the River and Into the Trees* was published, Hemingway said to his publisher, "If it isn't good [sic] you can hang me by the neck..." (559). In addition, although critics condemned *Across the River and Into the Trees*, Hemingway remained confident in its quality. He said, "In writing I have moved through arithmetic, through plain geometry and algebra, and now I am in calculus. If they [critics] don't understand that, to hell with them" (Mellow 561). Therefore, Hemingway probably thought *The Old Man and the Sea* would also be criticized.

Hemingway's failed marriages and rejection by a teenage girl also influenced the writing of this story. Hemingway was married four times, and his last marriage, to Mary Welsh, was also in jeopardy during the time he wrote this novel. When Hemingway was married to Mary, he told a friend that "[m]arried couples could find themselves on roads that diverged and...it had already happened in [his] marriage" (Mellow 555). Also, at the time Hemingway was writing this book, a teenage girl rejected him. James R. Mellow claims that, in 1948, Hemingway fell in love with a nineteen-year-old Italian girl named Adriana Ivancich. They kept up a six-year correspondence, and during that time, Hemingway expressed his love and loneliness for her. Adriana, however, was not in love with Hemingway; and she only thought of him as a friend (553-554).

Hemingway's loneliness is apparent in Santiago's characterization and external conflict. Santiago's wife is dead, so he is lonely before he faces his external conflict. Hemingway writes: "Once there had been a tinted photograph of his wife on the wall but he had taken it down because it made him too lonely to see it..." (16). Adding to Santiago's loneliness, Manolin, his only companion, is not allowed to fish with him anymore. Santiago misses Manolin. During the rising action, when he hooks the marlin, he says, "I wish I had the boy" (Hemingway 45). He reiterates this remark throughout his ordeal. Since Manolin cannot go with him, Santiago has to sail his boat by himself, "beyond all people in the world" (Hemingway 50). "He is surrounded by a seemingly endless expanse of...water" (Elizondo, "Summary"). This isolation adds to the theme of loneliness.

Hemingway's hatred of women is also apparent in this story. Not only is this a result of his failed marriages and rejection by Adriana, it is a result of his relationship with his mother, Grace. "Grace had the unexplained penchant for wanting to pass off her two eldest children, Marcelline and Ernest, as twins, dressing them alike, sometimes in dresses" (Mellow 11). In addition, according to Mellow, Hemingway blamed his mother for his father's suicide (565). These occurrences caused Hemingway to say, "[I] hate her guts, and she hates mine" (Mellow 565).

Because of Hemingway's negative experiences with women, most of the references to females in *The Old Man and the Sea* are negative. One of Santiago's, and Hemingway's, beliefs is that females lack self-control. Elizondo notes: "The representation of femininity, the sea, is characterized expressly by its caprice and lack of self-control" ("Themes"). This is apparent in the exposition, when Santiago says, "If [the sea] did wild or wicked things it was because she could not help them" (Hemingway 30). Moreover, "[Santiago] remembered the time he had hooked one of a pair of marlin...and the hooked fish, the female, made a wild, panic stricken, despairing fight that soon exhausted her" (Hemingway 49).

In contrast, Santiago believes that males have an abundance of self-control. He knows that the marlin he has hooked now is a male before he sees it. He says, "He took the bait like a male, and he pulls like a male, and his fight has no panic in it" (Hemingway 49). According to Elizondo, Hemingway believed that "To be a man is to behave with honor and dignity ...and...to display a maximum of self-control" ("Themes"). The manner in which Hemingway exalts males further deprecates females.

Santiago also associates femininity with deceptiveness. In the exposition, when he sees the Portuguese man-of-war, he refers to it as "agua mala," which means "you whore" (Hemingway 35). Whore is a derogatory term used towards women, so Santiago sees the Portuguese man-of-war as a symbol of femininity. After he calls the Portuguese man-of-war a whore, he says, "The iridescent bubbles...are beautiful. But they ...[are] the falsest thing in the sea" (Hemingway 36).

Interestingly, there is only one woman in this story, a tourist, and since she briefly appears in the denouement, her seemingly innocuous observation is significant. The woman sees the remains of Santiago's marlin—a long spine with a huge tail at the end. Upon seeing the remains of the marlin, she asks a waiter what it is, and in broken English, the waiter tries to explain that sharks ate the marlin. But she thinks he is trying to say that the remains are a shark's, and she says, "I didn't know sharks had such handsome, beautifully formed tails" (Hemingway 127). "The female tourist...represents the feminine incapacity to appreciate Santiago's [Hemingway's] masculine quest... She does not speak the waiter and Santiago's language...so [she] is ignorant of the old man's [Hemingway's] great deeds" (Elizondo, "Summary").

Ernest Hemingway's life certainly influenced the writing of *The Old Man and the Sea*. The similarities between Santiago and Hemingway are remarkable. Both of them were struggling: Hemingway had not written a successful novel in ten years, and Santiago had not caught a fish in 84 days. Therefore, they both had to prove themselves again. Moreover, Santiago's marlin being torn apart by sharks is symbolic of critics tearing apart *The Old Man and the Sea*, which is probably what Hemingway expected. Because of Hemingway's loneliness, which was a result of his failed marriages and rejection by Adriana, Santiago's wife is dead, and he is lonely and isolated. Furthermore, Hemingway's negative experiences with women influenced him to portray females in a negative way. He believed that women lack self-control, and they are deceptive. He also felt that Adriana, his wives, or women in general did not recognize his, or any man's, greatness. *The Old Man and the Sea* is a manifestation of Hemingway's life experiences.

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The Celluloid Strait-Jacket: The Depiction of Mental Illness in Contemporary American Film

The subject of mental illness has, for centuries, fascinated and appalled people. The mentally ill have variously been seen as blessed, cursed, possessed by demons, evil, innocent, depraved and beatified. They are considered separate from ordinary human beings, "different," "special." In contemporary America, despite advances in education and understanding, the mentally ill are still marginalized, thought to be "other" than "we." The experience of mental illness is viewed with a strange ambivalence; on the one hand, insanity is seen as humorous and used as the subject of jokes; on the other, it becomes almost a transcendent condition, as the mentally ill are thought to be more creative, sensitive and generally "better" than the so-called "normal." The film industry, reflective of the country's opinions while at the same time helping to mold them, promulgates these ideas with its cinematic treatment of the mentally ill.

In discussing the depiction of emotional disturbance in film, it is important to make a clear distinction between what John McCarty has termed "psychofilm" and that which he calls "the psycho-case-study film" (ix and 180). The former category, which includes such movies as the *Halloween* series as well as the many filmed versions of *Dr. Jekyll and Mr. Hyde*, was never meant to be taken as a serious depiction of mental illness, and is by nature sensational and exploitive. The latter category, considered herein, may be exploitive in its way, but attempts to maintain a somewhat realistic perspective on insanity, whether the topic is presented humorously or dramatically (183).

The first of these psycho case-study films was G.W. Pabst's 1926 *Secrets of a Soul*, but the genre did not become widely popular until the late 1940s, when psychoanalysis became both a household word and a fashionable pastime (McCarty 180). In 1948, 20th Century-Fox, known for producing films on difficult topics, released *The Snake Pit* (Belton 74-75). Featuring Olivia de Havilland as a young woman who suffers a nervous breakdown and is committed, the film offered a gritty, hard-hitting look at the psychiatric hospitals of the time (Arany, Dyja and Goldsmith 23). Possibly because the film was based on an autobiographical account, its marginalization of the emotionally disturbed was not as apparent as would be seen in later films. Nevertheless, its artificially happy ending, in which de Havilland is cured by a compassionate psychiatrist and rejoins her husband, suggests that the experience of mental illness is totally unconnected to the rest of one's life (McCarty 182). In *The Snake Pit* it seems almost a vacation, albeit a brutal and frightening one.

The Three Faces of Eve, from 1957, was similarly based on a true experience (Elley 616). Its protagonist, the mousy housewife Eve White (Joanne Woodward, who received an Oscar for the performance), suffers from dissociative identity disorder, which causes her to become, by turns, sexy, free-spirited Eve Black and level-headed, well-balanced Jane (Arany, Dyja and Goldsmith 23). As in *The Snake Pit*, Eve is ultimately cured—"integrated"—by benevolent psychotherapists, but not before the audience is treated to a flamboyant representation of this serious disorder. Eve, in all her manifestations, is obviously different from "regular" human beings; even the apparently normal Jane may at any moment switch to one of

the more obviously unstable personalities. It is interesting to note that the woman on whom the film is based has disavowed it, citing its inaccuracies.

David and Lisa, released in 1963, is a rather stark, bleak film that, none-theless, advances the idea of mental patient as romantic ideal (Elley 139). Audiences were already used to dramas about teenage angst, due to films like *Rebel Without a Cause* and *The Blackboard Jungle*; *David and Lisa* took this a step further, introducing the angst of the disturbed adolescent as a somehow desirable state. David and Lisa attend a boarding school for the emotionally disturbed. Occasionally taunted by the people of the neighboring town, tormented by their own thoughts and feelings, they are beautiful, ethereal, other-worldly. They seem, in this special school, to receive very little education and only the sketchiest therapy; they evidently have all the time in the world to display their dysfunctions and explore their burgeoning friendship. The film, unlike those previously mentioned, contains no miracle cures. David and Lisa make progress, but are obviously still ill; the impression is given that they have remained "pure," untouched by the demands and pressures of the "normal" world (Elley 139).

Although not an American film, Phillippe de Broca's *Le Roi de Coeur* (King of Hearts) merits mention because of its strong appeal to the counter-culture audiences of 1967 and because it is a prime example of the depiction of the mentally ill as better, almost holier, than their normal peers. Set in 1918, the story involves a Welsh soldier sent into a tiny French village to defuse a bomb. The village has been evacuated, except for the inmates of its insane asylum, who have taken over the roles of the absent villagers. The film makes it abundantly clear that the inmates are saner than the armies waging a World War; like David and Lisa, the inmates are innocent and pure (Hoberman and Rosenbaum 294). So glorified are they that, at the film's ending, the Welshman deserts his army, strips naked, and joins them in the asylum. Although it has been pointed out that "[E]very loony is exactly the same as the others, their mental illnesses are at exactly the same level and they look at the world in exactly the same manner," the film remains popular (Peary, qtd. in Hoberman and Rosenbaum 295). So beloved is it that, thirty-five years after its release, it is still being shown on the cult movie circuit, where it is often paired with *Harold and Maude*, another gentle paean to creative insanity.

Ken Kesey's novel *One Flew Over the Cuckoo's Nest* was adapted for the movies in 1975. Set in the ward of a psychiatric hospital, the film contrasts the warmth and humanity of its deranged patients, particularly the rebellious, anarchic malingerer McMurphy, with the coldness and cruelty of their "normal" caretakers, personified by the vindictive, sadistic Big Nurse. As is often the case, many changes were made in translating the novel into film. Significantly, the viewpoint was shifted from that of a schizophrenic patient, to a more objective, detached perspective, which, ironically, causes the characters to appear much more romantic than they seem in the book. McMurphy takes on an almost godlike aspect as he encourages the other inmates "to take charge of their lives and learn to laugh again" (Tibbets and Welsch 311). Ultimately lobotomized and killed, McMurphy remains an inspiration to the inmates, as borne out by the escape from the ward by Chief Bromden, considered its most disturbed inhabitant. The message is plain: the mentally ill are better—kinder, more compassionate—than those who judge them insane (311-313).

In recent years, films about the mentally ill have tended to be humorous, while at the same time maintaining the position that the disturbed are qualitatively different from more "normal" people. *Rain Man*, from 1988, ostensibly serious, derives fun from the behaviors of the autistic savant Raymond, taking pains, nevertheless, to showcase his moral superiority to his avaricious, devious brother (Elley 491). *The Dream Team*, released in 1989, sets a group of psychiatric patients loose in New York City. 1990's *Crazy People* places an ad executive, suffering from a nervous breakdown, into an upscale residential clinic, where he discovers that "crazy people" make more sense than do sane ones and, not incidentally, write excellent ad copy (Elley 128).

From 1991, *What About Bob?* casts Bill Murray as a man so riddled with phobias and so emotionally needy that he has worn out one therapist and is passed along to the smug, pompous Richard Dreyfuss, who has written a best-selling self-help book. When Dreyfuss goes on vacation, Murray tracks him down and follows him, insinuating himself with Dreyfuss's family and friends and taking over his life. Dreyfuss eventually loses his mind as Murray sheds his fears and tics, marries Dreyfuss' sister, and writes a self-help book of his own. In the course of the film, Murray, as Bob, is consistently shown to be a more caring, more compassionate and generally nicer individual than is his therapist (Arany, Dyja and Goldsmith 22). For yet another time, however comedically, a person suffering from mental illness is presented as different from "normal" people better, perhaps, but still "the other."

In 1997, a breakthrough was achieved with Columbia-Tristar's release of *As Good as It Gets*. In this film, which won Academy Awards for Best Picture, Actor and Actress, a person suffering from a mental illness is seen, possibly for the first time, as a complete human being, no better or worse than any other. Melvin is a writer of romance novels who is afflicted with obsessive-compulsive disorder. His overwhelming fears and rituals force him to hold people at a distance and restrict his mobility, but within these confines he thinks and feels as normal people do. In the course of the film, through his fondness for a small dog, his reluctant friendship with a gay neighbor, and his growing love for a waitress in the restaurant he frequents, Melvin begins to lose some of his compulsions. He begins to take medication for his problems, because, as he tells the woman he loves, "You made me want to be a better man." There is nothing miraculous about the changes in Melvin; there is the sense that he has a long road ahead of him before he is cured, yet his future begins to look hopeful. Neither a saint nor a joke, Melvin is not "the other." He is definitely, triumphantly, one of "us."

The movie industry's depiction of the mentally ill has ranged from the melodramatic to the comedic, both mirroring and shaping the public's perceptions. The emotionally disturbed have been routinely viewed as other than human, something strange and different. While *As Good as It Gets* seems to point to a more realistic treatment of mental illness in American films, it remains to be seen whether it is the beginning of a healthy trend, or merely a happy exception to a long-established rule.

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A special thanks to the children of the Early Learning Center for their art work.

Letter From The Dean Of Student Services

Throughout my years at Reading Area Community College, I have been afforded the opportunity to know many, many extraordinary students. The students' thirst for knowledge and passion for learning is equal to none. Their desire to continually challenge themselves in the pursuit of growth and development, despite numerous obstacles and very full lives, serves as an inspiration to us all. There is a fire that lives in their spirit that burns ever so brightly and in so doing, touches many of us in ways we might never have imagined.

This new publication, Legacy, is but one more example of our students need to "make a difference" in the lives of the people within the communities they serve, including the college community. Several students who had the vision, desire, and will to leave their mark one more time before they move on, will no doubt, touch our hearts, minds and souls with this journal. For that and so much more, we are truly grateful. We thank not only you, but also all the students whose scholarly work will appear in this journal, now and for years to come.

Diane M. Adams
Dean of Students

Letter From Our Advisor

The production of this inaugural edition of Legacy has been a blissful experience for me. It represents the realization of a dream I have long had to honor undergraduate academic researchers who labor term after term to produce written texts that represent hours of critical thinking, data collection, drafting and honing of ideas typically only for the eyes of a few privileged readers before the writings get stored away in dark closets and musty attics. From the enthusiastic reception to calls for submissions, it is evident that RACC students feel the same way. They are proud of the course papers they produce, and I am saddened that logistics prevents the staff from including all of them in this publication.

Among other joys that have emerged from advising the staff are two that will have lasting memories for me. First, and foremost, is the product itself. It is always exciting to observe an act of creation. With a publication, that creation has many layers and these begin prior to announcing calls for submissions. The process involves students who strive to construct themselves as authors through written texts, the editorial staff who have the difficult task of choosing the writings that comprise the edition, and layout/graphics and art directors whose artistic vision comes to fruition in this volume. The process is no small endeavor.

The second joy has been the privilege of working with a group of student editors who, despite the difficult task of getting a new publication off the ground with little collective publishing experience, proved themselves to be professionals in all aspects of the term. This group, gathered primarily through Anna's expert recruitment strategies, exchanged knowledge and skills about writing and editing, marketing and management; and what they didn't know, they found a way to knowing; what they couldn't originally do, they learned to do. They treated each entry with respect, discussed its merits, sighed when they had to choose one essay over another, and worked through difficult decisions collegially. Observing them in their work taught me a lot about collaboration and team work.

To Anna, Meg, Tom, Bernie, Jodi, and Mary Beth, thank you for leaving your own legacy to the RACC community.

Joanne Gabel
Assistant Professor Humanities