

AN
ANTHOLOGY
OF
ACADEMIC
WRITING

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THE
ANTHOLOGY
OF
HARPER ACADEMIC WRITING

(Issue I)

The English Department of William Rainey Harper College

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Forward

The Harper English Department has long honored student fiction, poetry, and drama in the Harper literary magazine, Point of View, and each year we sponsor a writing contest for local high school students. It's about time we honor the writing that most expresses the academic life of Harper College, the writing students do in their courses. The Anthology of Harper Academic Writing makes this honor. The following pages contain some of the best academic writing done at Harper College in recent semesters: essays, non-fiction stories, occasional pieces, reports, research papers, arguments, a feature article, an interview, even an essay examination. Representing writers from five departments, they illustrate the variety of writing done at Harper College. We believe you'll admire their writing as we have. If you're a student, you may even take a few tips for your own writing. Join with us in congratulating these writers. Then look for the next issue of our Anthology in Spring 1990.

Preceding each selection is the instructor's description of the assignment. Following each is the instructor's evaluation. At the end of the anthology, the judges for this issue describe the standards for good writing that influenced their choicest

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He is Dead

by Nancy Arnold

(English 101--Tierney)

The Assignment: Write about a personal experience that had a significance for you. Tell the story concretely so that readers can share the experience with you.

For some small reason he went to the doctor. "Nothing much," he was told. "It's just a polyp. We will have to remove it though."

They did. The polyp became a tumor, because it was malignant. That was when he started to wither. The color in his cheeks was slipping away. The sparkle in his eyes was dimmed a little more each day with the increasing pain.

I helped him move his weakened body around the house. Three times a week we went down for the radium treatment. Their purpose was to check the growth of the malicious disease, but their effect was to drain him of all his strength. His leg muscles wouldn't hold him up any more. Every movement was painful for him. His dull blue eyes registered every pang of pain.

Some days he would just sit motionless for hours and stare out the window. There wasn't anything else he could do. We talked sometimes. I could even make him laugh. I did more for him with those few childish jokes than all the doctors and treatments. For with the smiles came signs of recovery. His eyes would sparkle again and his cheeks seemed to be regaining some of their original, healthy color. But the time for laughter too soon ended.

With the last radium treatment his body seemed to relinquish all claims on life. He never came home from the hospital. He couldn't get off the table on which they had skillfully laid him for his last, life-restoring treatment. They carried him to a bed and kept him.

The next day I went to see him. My heart was filled with terror when I saw him, a living corpse with sunken cheeks and bulging eyes. The needles in

his arms pumped in the only nourishment his body had the strength to accept. He turned and saw me sitting there with tears in my eyes. He took my hand and grasped it weakly. I saw the smile. Then he closed his eyes. The doctor ushered me out of the room.
He is dead.

The Evaluation: I think Nancy's essay succeeds so well because it is powerful, authentic and controlled. I never doubt her pain or anger, but her organization and diction avoid sentimentality and lead the reader--and perhaps herself as well--to acceptance of the death.

France and the United States

by Helene Bénèzit

(Organizational Skills for Writing,
English as a Second Language--Sloat)

The Assignment: Write a brief essay describing some of the similarities between your country and the United States; focus only on those which you have personally noticed.

I've been in Chicago for four weeks; so I have had some opportunities to compare American and French customs, the American and French way of life, and American and French habits. Although there are many similarities between the two countries; there are some differences.

Let us begin with the similarities between France and the U.S. France is similar to the U.S. in that TV takes a big place at home. Every family has one TV. People watch TV every day, and usually for a long time. Moreover, a lot of American movies or even American serials, such as Hunter, Starsky and Hutch, and Hitchcock's movies, are shown in France. So I'm not homesick when I watch TV in the U.S.

Secondly, not only in my country, but also in the United States, there are a lot of activities we can do. We can see movies, we can listen to music in big parks, we can visit interesting museums. We can't get bored in these countries.

Like the U.S.; France is a democracy. The French aren't under a military government, and neither are the American people. The French are free: they can read any newspapers, they can criticize the government, and they can have religion, just as American people can.

Finally, French people like having fun. They like joining together to celebrate a birthday. Similarly, American people like speaking with friends, and they like laughing. Neither American nor French

people refuse opportunities to meet people for a drink or a round.

But there are many differences between America and France. First, I want to tell you what the American things which are better than the French things are. The first one is the kindness of American people. I think Americans speak very easily with foreigners. On the other hand, I read in a newspaper that the French weren't nice with foreigners. Americans have an open mind and aren't shy. They don't hesitate to speak with people. For example, I went to a tennis court two weeks ago, and two ladies were playing tennis. They asked me if I wanted to play tennis with them, and they took my phone number. The day after that, one of the two women called me and asked if I wanted to play.

The second difference between France and America is the opportunities that American people have to play games. Tennis courts are free here, but in France you have to pay five dollars to play. In American schools, students have the opportunities to play games. There are big parks, tennis courts, and swimming pools, but in France, especially in Paris, schools don't have such big parks. This is due to the fact that there is a space problem.

The third thing that I noticed is that the stores are open all the time. Contrary to American stores, French stores are closed on Sundays and after 7:00 p.m. every day.

But, although some things are better in America, others are better in France. Now, a French woman is going to speak! In France we can find old houses or old castles that have a "soul" and character. We feel that these houses have lived - they have a history, they keep secrets and mystery. But the American houses are all new, even the furniture. In France, we keep our parents' furniture, which is full of memories, whereas American people buy everything new.

Second, I would say that French TV programs are more cultural and they have fewer ads which always cut into movies. Moreover, I prefer the news in France because it speaks more about international countries and business.

In conclusion, I'll say that both countries are nice. I enjoy living in the U.S. and in France. But, because I'm French and patriotic, I prefer living in my home country.

The Evaluation: Ms. Bénèzit wrotet excellently from the viewpoint of a neutral observer and a woman who is "French and patriotic," making her essay both informative and personalt Her organization and syntax were outstanding for her level of ESL.

The Bonz Episode

by Scott Bernicky

(English 102--Njus)

The Assignment: The purpose of the character assignment was for students to discover what details would bring a character to life. How would a character be consistent without being static? believable, yet capable of change?

Beer cans littered the room. "Party Naked" was written in beer tabs. Centerfolds were stuck on the wall with electrical tape.

The fans roared; the huge fat man on the television had just body slammed the skinny man. A belch cut through the sound of the crowd. A smile came to Bonz's red face; he had just finished his seventh beer. He was slumped sideways in his torn green lazy boy. The bedroom smelled of beer, old socks and Aqua Velva. He only cleaned when his parents visited, and they hadn't visited since last summer.

Bonz reached over and silenced the television. "Hey Scooter, let's go to A.T. Zero's; they're having a twenty-five kegger." We walked across the street to a fraternity house. A lot of people were there already.

Bonz yelled, "Bruer!" He had spotted an old friend from his home town of Kankakee. Bonz is studying physical education at I.S.U. Bruer was studying at Northern.

"What're you doin' up here? Hey can I have a beer?" Bonz grabbed the beer Bruer was drinking, "You big piece of crap, I haven't seen you for months. Geez." As Bonz polished off his beer, Mark walked up. Bonz spit a stream of beer out through his teeth. "Oh my God, what is this...a damn high school reunion. Where's the Prom Queen?" It was the first time since high school the four of them had been together. "Now we can really drink some brewskys. Hey you got some dip?" Bonz was always mooching dips off of us. We

were all like brothers anyway.

"Why are you all dressed up Bonz?" Mark said as he pulled his dip can out of his back pocket.

Bonz was sporting a new T-shirtt It was printed so it looked like overalls with tools hanging out of the pocketst He took his Hawaiian print hat off to scratch his crew cut, sandy brown hair. He had about as much hair on his face as on his head because he hadn't shaved for a week. "Let's go and throw bricks at my car,t Bonz shouted. We all thought he should be a recruiter for the Army. With great determination we all staggered outside with Bonz in the lead.

I didn't think that we could do much more damage to the already damaged car. The forest green paint was barely visible beneath rust that was slowly eating through the remaining body panelst Silver duct tape held the window down, and the front bumper was held on with coathangerst "Ouch" was written in black paint across one of the many dentst

Bonz threw the first brick. We all began beating up Bonz's car. We were having so much fun kicking and throwing rocks at the car nobody noticed that Mark had passed out, except Bonzt

"Oh my God, the hoser is puckint all over himself!t Bonz ran over and cradled Mark in his armst "He's blue, Scooter. I really don't think he should be blue! What should we do...oh my God what should we do?" Bonz looked really concernedt "One of my friends died of alcohol blood poisoningt Swear to God, just last month," Bruer said as he shrank away from the puke-stained Mark. Without saying a word Bonz carried his buddy to the car. He drove us to the hospital with Mark on his arm just like a girlfriend, but Bonz had never had a girlfriendt We were all silent in the car. I had known Bonz since kindergarten, we all had, and none of us had ever seen him seriousst

When we got to the emergency room, Bonz carried Mark in. The nurse told Bonz to put Mark down on the gurney. Bonz refused to leave Mark's side; he stayed through the stomach pumpingt Bruer and I had to leavet I liked Mark a lot, but seeing his stomach contents in a bowl was too sick for me. About two hours later Mark came around. Bonz was there, chewing Mark's dip and spitting in a bed pan. The nurse came by to check on the patient. Bonz belched loudly, "Hey chick, gotta Bud?"

The Evaluation: Vivid details and humorous dialogue show us Bonz's puzzling yet convincing transformation. Scott's concise comments add to the humor, as, "He [Bonz] only cleaned when his parents visited, and they hadn't visited since last summer," or provide counterpoint to the action, as "I had known Bonz since kindergarten, we all had, and none of us had ever seen him serious." Presenting Bonz dramatically, through his own actions and words, Scott has created a character who indeed comes to life and remains believable throughout a transformation.

One Step Back, Two Steps Forward

by Judith Brinton

(English 101--Dodds)

The Assignment: Write a personal experience essay in the participant's role. Make your essay the story of a journey you've taken. It may be an actual journey, through space and time, or a spiritual, emotional, or intellectual journey of discovery and change.

Another school year has ended. I'm excited about being out of school but will miss my friends and my teacher, Miss Hausechild.

The year is 1966; next year I'll be in third grade. I've learned how to tell time and cursive writing; what else is there? Miss Hausechild wants to see Christina and me after school. There's only a half day of school today, so she wants us to go home and eat lunch first. I run up to the back door and peek through the fingerprinted glass. My eyes open wide; Mommy has made my favorite lunch. A peanut butter and sweet pickle sandwich. The peanut butter is spread on thick and oozing out the sides. The sweet pickles are dripping their delectable juices all over my plate. I fling open the door and run over to my mommy giving her a big hug and kiss.

Mommy smiles down at me and asks, "Did you see Miss Hausechild yet?"

I respond, "She told Christina and me to come back after lunch." She takes my hands and places them around my face. Her hands are soft like my favorite teddy bear. I look up at her as her eyes begin to fill with moisture and one single drop falls onto her cheek.

I ask, "Mommy is something wrong?"

Mommy says, "No, no, nothing is wrong; you're just getting so grown up." I look up at the clock and it says 12:45. No wait a minute it says 1:15; I al-

ways seem to have trouble telling time. I'll have to hurry to be on time.

As I walk back to school, I find myself almost running; I barely notice how sweet the air smells or how the flowers are unfolding into full, vibrant colors and shapes. My mind is racing frantically, trying to figure out why Miss Hausechild wants to see me. She has been my favorite teacher and has given me a great deal of attention. Mommy had me ask what color her kitchen was. I'll bet she wants to thank me for the pretty kitchen towel.

Just as I am ready to walk in the door I see Christina sitting with Miss Hausechild. Suddenly I feel sad. Christina has not done very well this year; she has had difficulty with her school work. I'm afraid she is going to be held back. As I look through the window in the door, I think how pretty Miss Hausechild looks with her hair all wrapped up on top of her head and her soft and soothing face. I am also thinking how awful it would feel to be held back a year; the humiliation and embarrassment would be almost too much to bear. I see Miss Hausechild standing; they must be finished. I step back and find myself glued against the wall. I don't want to see Christina when she comes out. It doesn't seem fair that I feel so good and she feels so bad. The door opens. . . Christina looks me directly in the face with tears in her eyes. Before I can utter a word, she runs past me, rustling the pictures that line the hall, leaving me with a lingering sensation of her pain.

Miss Hausechild motions me into the room, I quickly forget about Christina and turn all my attention to her. My stomach has butterflies and my face is flushed with excitement.

She begins to explain, "This is not easy for me." I think to myself, what's not easy? She continues, "After a long discussion with your parents we've decided that the best thing for you is to repeat second grade." The butterflies in my stomach turn into a sick feeling; the flush of color on my face is now embarrassment instead of excitement. I want to speak, but cannot. A lump begins to swell in my throat, my lips begin to quiver and tears well up in my eyes. I wonder, can she be talking to me? As she continues to speak, I see her lips moving but I don't hear what she's saying.

As I walk home my body is numb. The air is no longer sweet; I smell only the sour aroma of the garbage truck passing by. As I take the short cut home, I hear the crushing of flowers beneath my feet; I'm no

longer running but walking, barely lifting my feet off the ground

When I arrive home, I again peek through the back door. Mommy has cleaned off all the fingerprints on the glass and I can see clearly now. All that is left from my lunch is a few crumbs on my plate. As I open the door I think, why me?

Mommy is by my side almost immediately. She wants to know if I want to talk about what has happened. She wants to know if I understand why. I think to myself do I understand why, do I want to talk? NO! But I say, "No Mommy, we don't need to talk. Miss Hausechild explained everything; this will be the best thing for me." I think to myself. . . isn't that what you've all decided? I spend the rest of the day in my room feeling alone and withdrawn, knowing no one could ever understand what this has done to me and realizing I could never let them know.

I'm so scared. Today is the first day of second grade for me, and the first day of third grade for all my friends. I don't want to go, I'm not the same person anymore. Now I'm defined by my inability to learn. I look up from the sidewalk and find myself directly in front of the school. I want to run but there's nowhere to go, nowhere to hide. I stand in the classroom door peering in. Many of the other kids are already in the room. My eyes begin to blur and their bodies begin to blend. All I see is one enormous creature looking down at me. As I feel myself being consumed, I hear someone calling my name. It's Miss Miller, my teacher; she wants me to take my assigned seat. As I look for my chair, my eyes begin to clear and I notice all the other kids look as frightened as me. My heart begins to slow and my body begins to relax. Maybe this won't be so bad.

Next thing I know it's time for recess. All of the classes have recess together. This will be the first time I'll see my friends from last year. Everyone dashes out the doors but me; I lag behind. The playground is filled with kids running and jumping. I notice two girls walking in my direction; they're waving. I turn around but no one's there, they must be waving at me. OH NO! They're from last year's class; one of them is calling my name. I try to act as though I don't notice them, but it doesn't work. Before I can react, they're standing beside me, out of breath and excited to see me.

"Who is your third grade teacher," one asks? I don't know what to say; I open my mouth but nothing

comes outt

One of the boys in my class runs behind me and blurts out, "We have Miss Miller.t"

Kathy asks, "Miss Miller, she teaches second gradet . . did you flunk?†" I couldn't answer; I didn't have to. Tears welled up in my eyest This was just the beginning, or was it the end?

Going through second grade again made me feel inadequate and rejected. At the same time, I felt a new surge of confidence and strength. Miss Miller went out of her way to make me feel "smart" and importantt Things tended to come easier for me. I'd seen and done all of this before† I felt sure of myself; as if I could do anything, but would this feeling last?

The year is 1976.t I lie in bed restless and unable to sleep. I can't believe that I am--yes, me--representing my high school in the state competition for artistic merchandise display. There are two days of testing† We started today by critiquing window displayt We judged everything from a shoe display to a perfume display. Our assessments were then judged by a panel of expertst Tomorrow there will be a written comprehensive exam. It will cover everything from technical excellence to selling power.

This competition is the first thing I've really cared about during all my years in schoolt I was never in any extra curricular activitiest† there were no dance or piano lessons. I found it was easier not to try than to try and fail†

I try to reassure myself, knowing I've worked long and hard to reach this point. It doesn't work! All I see is that little girl who couldn't even make it through second gradet I don't feel prepared† I should have studied more. I'm scared!

I open the door and take a deep breath† As I enter the room fear sends an electrical shock through my body. I begin to feel all the facts and formulas slipping away. The door slams behind me. I look up and there are four hundred other people here for the same test. My head goes blank.

After the test is completed I run back to my room. I begin ripping and tearing pages from my text books, feeling the same sense of failure I experienced so many years ago. I thought I had come to terms with failing second grade and actually believed that hard work was always rewarded.

The alarm rings; it's time to get ready for the

award presentationst I dress quicklyt We were directed to wear "appropriate" attire, suits or dressest Feeling depressed I wear faded jeans and ant old sweater, knowing I won't be on center stage.

The announcer steps forward and a hush falls over the audiencet The proceedings begin with the announcement of the six finalists in the display category. I have already prepared myself for the disappointment. The lights dim, a name rings out: "The first finalist in the display category is Judy Thompson from Arlington High School."

I'm in shock; did he really call my name? I'm paralyzed, I can't move, my body is weak. I make my way up to the platform. As he places the medal around my neck, tears of joy fill my eyes clearing away anyt feelings of self-doubt or failuret I finally realizet that if I work hard enough and long enough at anything I will always succeed.

The Evaluation: Like all good personal experience writing, Judy Brinton's essay shares important discoveries. And it does so through details both vivid and revealing. Remember the glass of Judy's back door, first fingerprinted then wiped clean? I do.

Backyard Jungle

by Debra Bullock

(English 101--Sternberg)

The Assignment: Asked to describe a childhood place, Ms. Bullock remembers her father's garden where her imagination flourished.

When a child plays alone his companions are imagination and curiosity; with these companions I explored the jungle that was my father's garden. There I found a world of adventure, and at the time I felt I was the only person who could see what was really there.

The garden took up the bulk of our backyard. It was a jungle of tall cornstalks, so numerous that at full height there were dark passageways between them, just calling for me to come and explore. Into these passageways I would carry my fearsome Tinkertoy spear, packing a lethal tip of straight pins held on with Scotch tape. Smokey, my black cat, would sometimes appear in this jungle, his ebony coat slinking along panther-like before me through the towering stalks. I would raise my spear, tip-toeing behind him like the experienced hunter I felt I must be. Then he would find some nice, soft dirt, dig, and squat. "Oh, Smokey!" I would say, and he'd blink at me contentedly. I would never have dreamed of actually hurting Smokey, but his casual disregard of being stalked by a mighty hunter would put a dent in my fantasy.

One day, while hunting in the cornstalk jungle, I saw a member of an enemy tribe; my sister was standing outside the garden, making fun of me. I approached the enemy, raised my spear and said, "I'll spear you!" My sister continued to shake with laughter. As I felt the warmth of anger and humiliation run through me, I did what any self-respecting hunter would do - I flung my mighty spear, and it struck her thigh. On her leg I saw the red, round punctures, which looked like a TB

test. At first surprised that I had actually done it, I then smiled a mighty hunter's smile. The enemy retreated, screaming: "Mom!"

There was much to hunt and explore in the backyard jungle. In June the tall hedge bordering the garden would blossom into clumps of creamy, sweet-smelling flowers, which attracted butterflies. The morning air would be heavy with the scent of the flowers as I'd take my dad's fishing net and scoop off the exotic looking butterflies. Once I had a butterfly in the net I would have to be quick about plucking it out, because with just a wiggle and a twist a butterfly could escape the open weave of the fish net. I would identify the butterfly using my father's butterfly book, and unless it was something unusual, I would release it. Sometimes this usually benign form of hunting had tragic results; for when too much of the butterfly's powdery, metallic dust would come off on my fingers, the butterfly was left with useless wings. I felt very sad and guilty when this happened.

The garden was also a good place for an archaeological dig. The earth had been churned deep, so I figured there must be fossils in there. In my solitary garden digs, ordinary stones became ancient bones, and centipedes were the still-existing prehistoric creatures that only I knew existed.

Full of the quiet movement of insects and the soft rustle of the wind through the towering cornstalks, the garden was my jungle. There my curiosity and imagination were as fertile as the soil. My jungle adventures taught me respect for nature, and showed me that contentment can be found in solitude. Now I'm grown up, and I don't have time for playing imaginary games. But in my back yard, I have a garden.

The Evaluation: The voice of the adult recalling with irony and amusement a place of childhood adventure enriches this descriptive narrative.

What Is Writing?

by Debra Bullock

(English 101--Sternberg)

The Assignment: Ms. Bullock was asked to discover a definition of writing through personal reflection on specific writing experiences

Who am I to explain what it means to write? I'm just a freshman in college, taking my first composition course - with my lack of education in the subject, how can I tell you what it means to write? Read on, and you'll see.

I've been writing in some form since I was about 11 years old, and since you're probably wondering, that was 16 years ago. From the beginning, writing for me has been much more than the act of putting words on paper. Sometimes it is an exorcism, releasing pain-causing devils from my heart and soul. That was the form my writing took at the beginning, pulling me through those first excruciating years of adolescence. I kept a diary during those years, and today I can barely force myself to read and re-experience the pain of discovering boys and rejection, bewildering changes in body and emotions, the crisis of my sister's teenage pregnancy, and curiosity about my brother's drug habit. Without the release that writing provided, I don't know how I would have survived.

Writing is not always a release of pain, but can also be an expression of joy. My writing took this turn when I fell in love. I had been experimenting with verse at the time, but when love overtook me my writing became an emotional torrent, flowing into oceans of paper. I wrote reams of verse reveling in and wondering at those tidal waves of feelings that kept washing over me. These are writings I like to dig out and read over again, and when I get fed up with my husband they are reminders of what we've shared and why we keep at it.

Sometimes writing is a way to document events you feel are important not only to you, but to someone in the future. This is what I did when my daughter was

born. When she was just an infant, I wrote a series of letters to my someday-teenage daughter describing the event of her birth, her first accomplishments, and my feelings throughout those experiences. I hope that these writings not only give her a sense of her own personal history, but let her experience the unique feelings a new mother has for her child.

Writing is the form of communication I am most suited for. I have suffered those ailments described as "hoof in mouth disease" and "tongue tied" throughout my life. If I had a dollar for every time I've said something I wish I hadn't, the amount would make Lotto look like small change. And ask me to speak in front of a group of people, and you may get a poor imitation of Porky Pig ("b-dee...b-dee...b-dee,...uh...that's all folks"). I want people to know what I have to say, and with the tools of writing I can give them the message in the most efficient way. I can take time to choose my words carefully, and I can try to position them effectively. If I write something and then decide I don't like it, I can simply throw it away. But you can never get rid of the spoken word - it's etched in someone's memory. Sometimes I wish we all communicated with notes and letters - it would sure help me avoid trouble and embarrassment.

So, is writing something totally good and pleasurable? Is it always something I am eager to do? No, because I never know which form my writing will take. I hesitate to begin a writing for fear it will exorcise some old devil, bringing to mind some thought or memory that gives me pain. But in the course of writing, it's as if the words are bleeding through my fingers, and if there is pain, it bleeds away onto the paper. If there is joy, or memories, or ideas, they, too, are released through the flow of words onto the paper. Finally, I'm left with a sense of relief and accomplishment. In the end, I have completed my favorite form of self-expression...writing.

The Evaluation: Sensitive chosen words,
specific incidents and metaphor convey
Ms. Bullock's delight in discovering
how writing has informed her life.

Aims Design Phase Report

by Barbara Cierny, Jean Grice, Stephanie McLoughlin,
Suzann Zeger

(Data Processing 204--Bender)

The Assignment and Evaluation: In DPR204, Advanced Systems Analysis and Design, my students have to take a project from the start (Study Phase) to the completion where it is actually working (Implementation Phase)t The students write papers on each of the four phases (Study Phase, Design Phase, Development Phase and Implementation Phase.) This paper is one that was submitted for the Design Phase by one of the teams. I felt it was an excellently prepared paper in that it was clear, concise and precise. The team was very meticulous about making sure everything was present and neatly done -- just like one would need to be in the business world if one were presenting it to the user. The supplemental information was also well donet Even though we had to condense it significantly for this publication, I feel it is a good representation of the work that is done in our systems coursest

I.t SYSTEM SCOPE

A.t System Title: Applicant Inquiry Matching System (AIMS)

B.t Problem Statement and Purpose:

The problem is the unproductive amount of time spent looking through stacks of papers for names, backgrounds, and phone numbers. Much of the time spent searching for an applicant is based on hunches -- a vague memory of an applicant with a particular type of background -- and time is spent recalling his/her name. A new job order is called in and an applicant from a few years ago might be interested (or know someone who is) and their name and phone number need to be retrieved in a timely manner.

The purpose is to develop a database for applicant information. The individual record for each applicant would contain only vital information such as name, phone numbers, experience, salary, and employer. Inquiry can be made to list all applicants with a particular type of experience. The qualified applicants will be listed alphabetically on the screen and/or a report.

C.0 Constraintstt

- 1.t Development of AIMS is to be completed by 12/07/88t
- 2.t The system must be able to add new applicants and to modify or delete the existing data.
3. The system must provide security control mechanisms.
- 4.t The system design must be configured for an IBM PC.

D. Specific Objectives:

- 1.t To reduce time spent retrieving applicant data by 50%
- 2.t To categorize applicants by their experience with:
 - a. Hardware/Operating Systems
 - b. Programming Languages
 - c. Database
 - d. Data Communications
 - e. Title (level of experience)
 - f. Type of Application (field of experience)
- 3.t To provide a listing of applicants with various combinations of experience in a timely manner.
- 4.t To match by inquiry an applicant with a job order.
- 5.t To provide a complete listing of applicant database.

E.t Method of Evaluation:

After AIMS has been operational for ten (10) days:

- 1.t Time spent retrieving applicant data will be recorded daily to determine productivity.
- 2.t A printed report will be evaluated for accuracy of requested data and to determine efficiency of system.
- 3.t A personal evaluation of AIMS will be obtained from the principle user

II t CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions:

The design phase activities substantiate the results of the study phase activities, and no major changes in the AIMS project are required. We will not place an order for the hardware listed in the System Resource Identification section until we are

able to demonstrate AIMS as a working entity to the user.

No special problems were encountered during the design phase, and the AIMS project is on schedule. The design phase hours were 128 which is 30 hours less than the estimated hours of 158. This was due to the completion of certain design phase activities in the study phase. The study phase hours were 79 which exceeded the estimated hours of 60 by 19 hours. In consideration of the 30 hours we gained in the design phase less the 19 hours we lost in the study phase, we are currently ahead of schedule by 11 hours.

The development phase project hours were originally estimated to be 315 at 45 hours per week. We have decided to revise this estimate to 280 at 40 hours per week. We feel this is more realistic and that we are capable of performing the activities in that amount of time. Also, we have an 11 hour buffer from the preceding phases that will protect us in case we require more time.

B. Recommendation

It is recommended that the AIMS project be approved for the development phase.

III DESIGN SPECIFICATION

A. External Design Requirements:

1. Flowcharts Figure 1 is an information-oriented system flowchart for AIMS. The accompanying narrative appears as figure 2.

- 2.t System Output Requirements The three AIMS outputs are:
- a.t Job Candidate display - figures 3 & 3at
 - b.t Job Candidate report - figures 4 & 4at
 - c.t Applicant Database report - figures 5 & 5at
- A print chart and a data element list for each output are presented in the figures listed below.
- 3.t System Input Requirements The two AIMS are:
- a.t Applicant data
 - b.t Job order
- 4.t System Interface Requirements This is not applicable to the AIMS project as AIMS is a newly created system where none has existed previously.
- 5.t System Test Requirements The system tests will be conducted in two stages. The first stage of testing will be run as in an actual operating system but using test input data. The second stage will involve the use of active data. All tests will be performed by the test team and be approved by the user.
- 6.t Equipment Specifications AIMS will incorporate the following hardware:
- a.t One IBM 50 Personal Computer
 - b.t One 30mg Hard Drive and Two 3-1/2 Disk Drives
 - c.t One Hewlett Packard Laser Printer
 - d. One Keyboard
 - e.t One Display Terminal

7.t Personnel and Training Requirements No additional personnel will be required. Two four-hour training sessions will be required to train the two users of AIMSt. Reference manuals will be used to facilitate the hands-on approach of training.

B. Internal Design Requirements:

1.t Computer program component design requirements

a.t Flowcharts The process-oriented system flowchart is shown in figure 8. The narrative description of the flowchart appears in the lower part of the same figure.

b.t Expanded Flowcharts Figure 9 depicts the AIMS expanded process-oriented system flowchart. The accompanying narrative is figure 10. The data flow diagram, used to develop the expanded process-oriented system flowchart, appears as figure 11. Figure 12 shows the HIPO charts for AIMSt.

c.t Data Base Requirements The AIMS master files will be indexed files. Each master record will contain 14 data elements, for a total of 188 characters. Figure 13 is a record layout.

The memory reserved for this project provides enough storage capacity for approximately 4,000 logical records, which allows ample room for current storage requirements and expansion of

the system and/or companyt
Refer to figure 14 for dBASE
III PLUS specifications and
refer to figure 15 for file
capacity calculationst

d.t Computer Program Control
Requirements

puter program modules willt
provide the followingt
controlst

- (1) Edit all input data for
validity
- (2) Authorized access by use
of passwords

e.t Computer Program Component
Requirements

puter program module is to be
tested by the test team, as
developed. Testing will con-
tinue until the entire com-
puter program module has been
tested. Tests will include
both valid and invalid data.

2. Computer Program Design Require-
ments - AIMS Program

a.t Detailed Program Flowcharts

The AIMS program components
are represented in figures 16
and 17.

b.t Transaction File Requirements

The transaction file require-
ments for AIMS are shown in
figure 18t This figure shows
the CRT display for applicant
datat

c.t Control Requirements

The data edit program must edit
all input data for validityt
Records that contain invalid
data will result in a choice
for entry into the "Other"

field or entry into an existing field upon correction of invalid data.

- d. Interface Requirements This is not applicable to the AIMS project as AIMS is a newly created system where none has existed previously.
- e.t Test Requirements The individual programmer is responsible for initial testing of a program module. When satisfied that a module is performing according to design specifications, the module will be available to the team members. The test team will evaluate all test data and results.

IV. PROJECT PLANS AND HOUR REPORTS

A. Detailed Milestones - Study Phase

Figure 19 depicts the detailed schedule for the completed AIMS study phase. Figure 20 is a graph of the estimated and actual hours used in the study phase. The hours were 19 higher than estimated and the study phase was on schedule.

B.t Detailed Milestones - Design Phase

Figure 21 is the detailed schedule for the completed AIMS design phase. Figure 22 is a graph of the estimated and actual hours used in the design phase. The hours were 30 less than estimated and the design phase is on schedule.

Detailed Milestones - Development Phase

Figure 23 presents the detailed projections for the development phase over a seven-week period. Figure 24 is the

accompanying cumulative hour estimate for the development phase. The total development phase hours were revised and are estimated to be 280 at 40 hours per week.

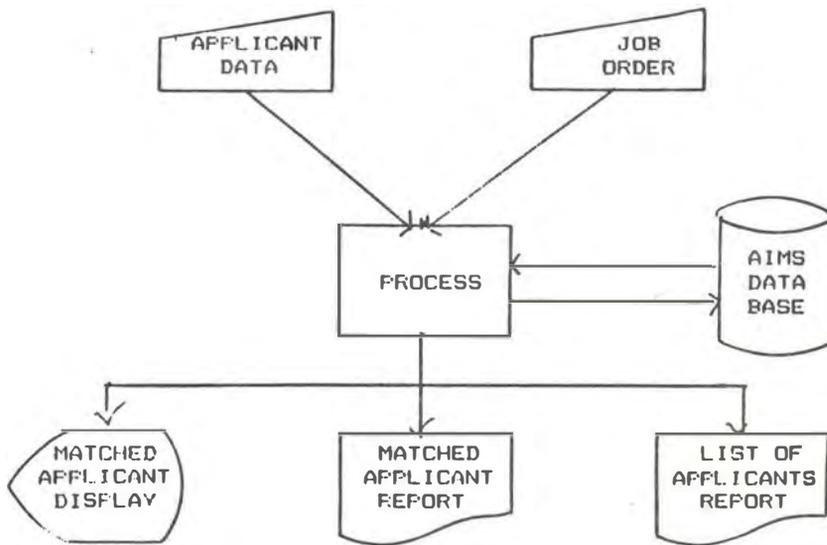
D. Major Milestones - All Phases

Figure 24 is a schedule for the entire AIMS project. The project is on schedule with the seven-week development phase scheduled for completion on 12/07/88. The estimated cumulative hours for the entire project is graphed in figure 26. The total hours are estimated to be 498.

V. APPENDICES

- A. Project Directive - Fig. 27
- B. Candidate Evaluation Matrix - Fig. 28a
- C. Weighted Candidate Evaluation Matrix - Fig. 28b
- D. Design Phase Report Figures - Fig. 29

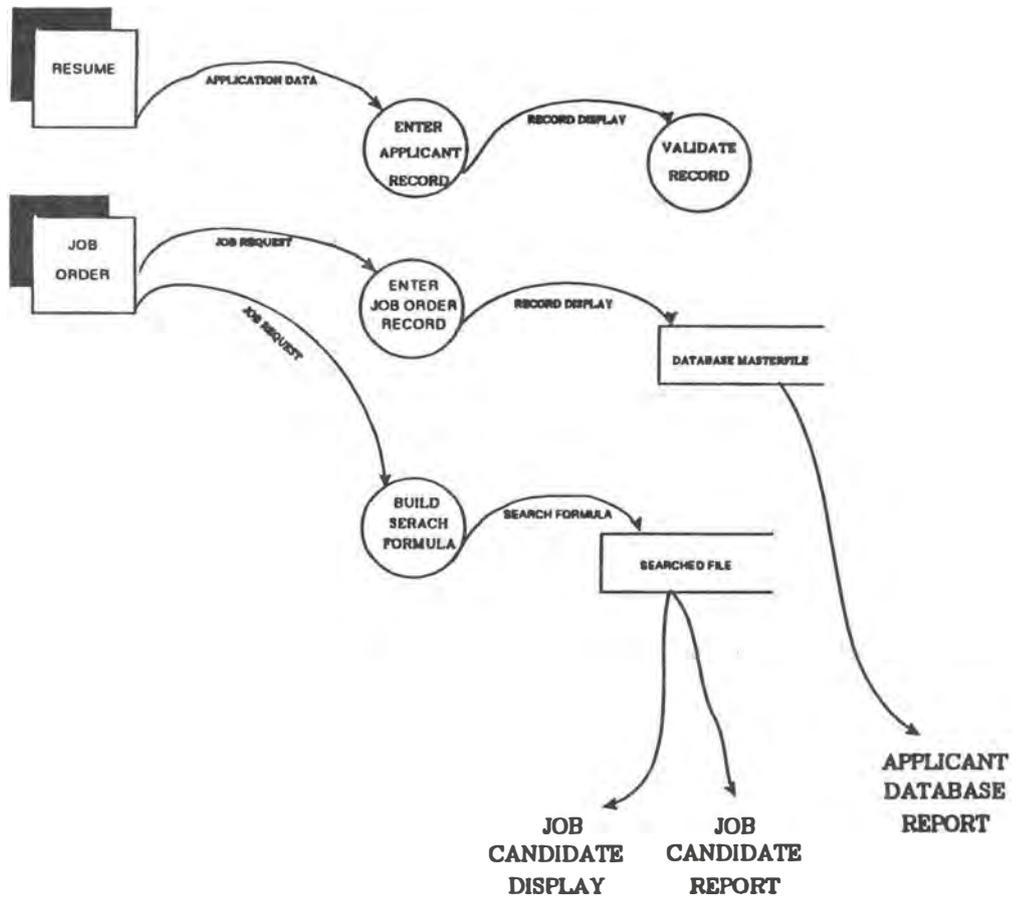
PROCESS ORIENTED FLOWCHART



SYSTEM FLOWCHART NARRATIVE

1. Applicant Data and Job Orders are the two major system inputs.
2. Data is input and the files are searched for appropriate data.
3. The three major outputs of the system are the Matched Applicant Display, the Matched Applicant Report and the List of Applicants Report.

Fig. 8



AIMS DATA FLOW DIAGRAM

Fig. 11

AIMS STUDY PHASE

PROJECT HOUR REPORT

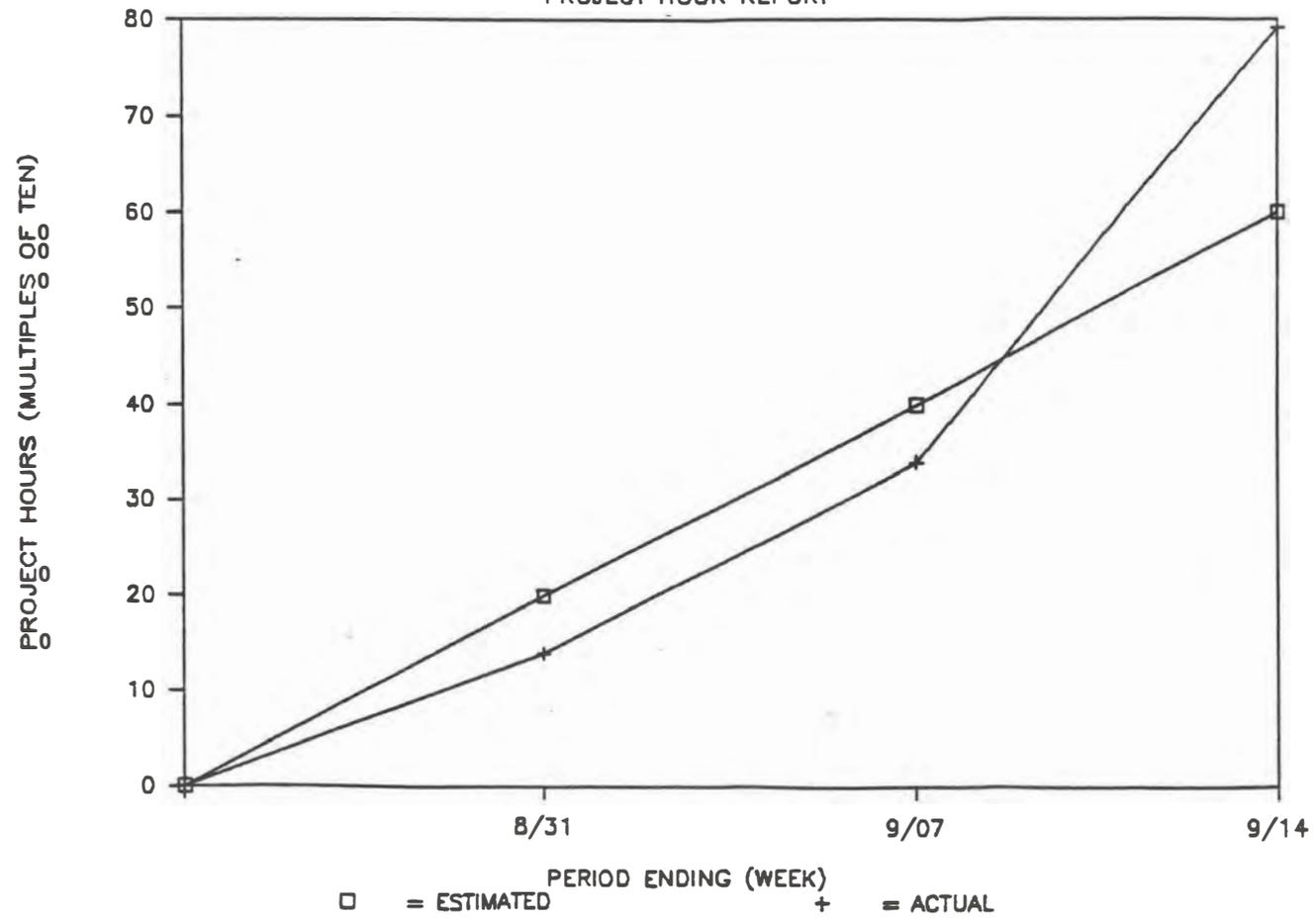


Fig. 20

Fig. 25

PROJECT PLAN AND STATUS REPORT																	
PROJECT TITLE AIMS MAJOR MILESTONES	PROJECT STATUS SYMBOLS ○ Satisfactory □ Caution △ Critical					B. CIERNY, J. GRICE, S. MCLOUGHLIN, & S. ZEGER PROGRAMMER/ANALYST					COMMITTED DATE: 12/7/88		COMPLETED DATE: 10/17/88		STATUS DATE: 10/17/88		
	PLANNING/PROGRESS SYMBOLS □ Scheduled Progress √ Scheduled Completion ■ Actual Progress ▼ Actual Completion					PERIOD ENDING											
ACTIVITY/DOCUMENT	PERCENT COMPLETE	STATUS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STUDY PHASE	100	0	■	■	■	■											
INITIAL INVESTIGATION	100	0	■														
PERFORMANCE SPEC.	100	0		■	■												
STUDY PHASE REPORT	100	0		■	■												
STUDY PHASE REVIEW	100	0			■												
DESIGN PHASE	100	0				■	■	■	■	■	■	■	■	■	■	■	■
ALLOCATION OF FUNC.	100	0				■											
COMPUTER PROG. FUNC.	100	0					■	■									
TEST REQUIREMENTS	100	0					■	■	■								
DESIGN SPEC.	100	0				■	■	■	■	■							
DESIGN PHASE REPORT	100	0				■	■	■	■	■	■						
DESIGN PHASE REVIEW	100	0								■							

AIMS TOTAL PROJECT

PROJECT HOUR REPORT

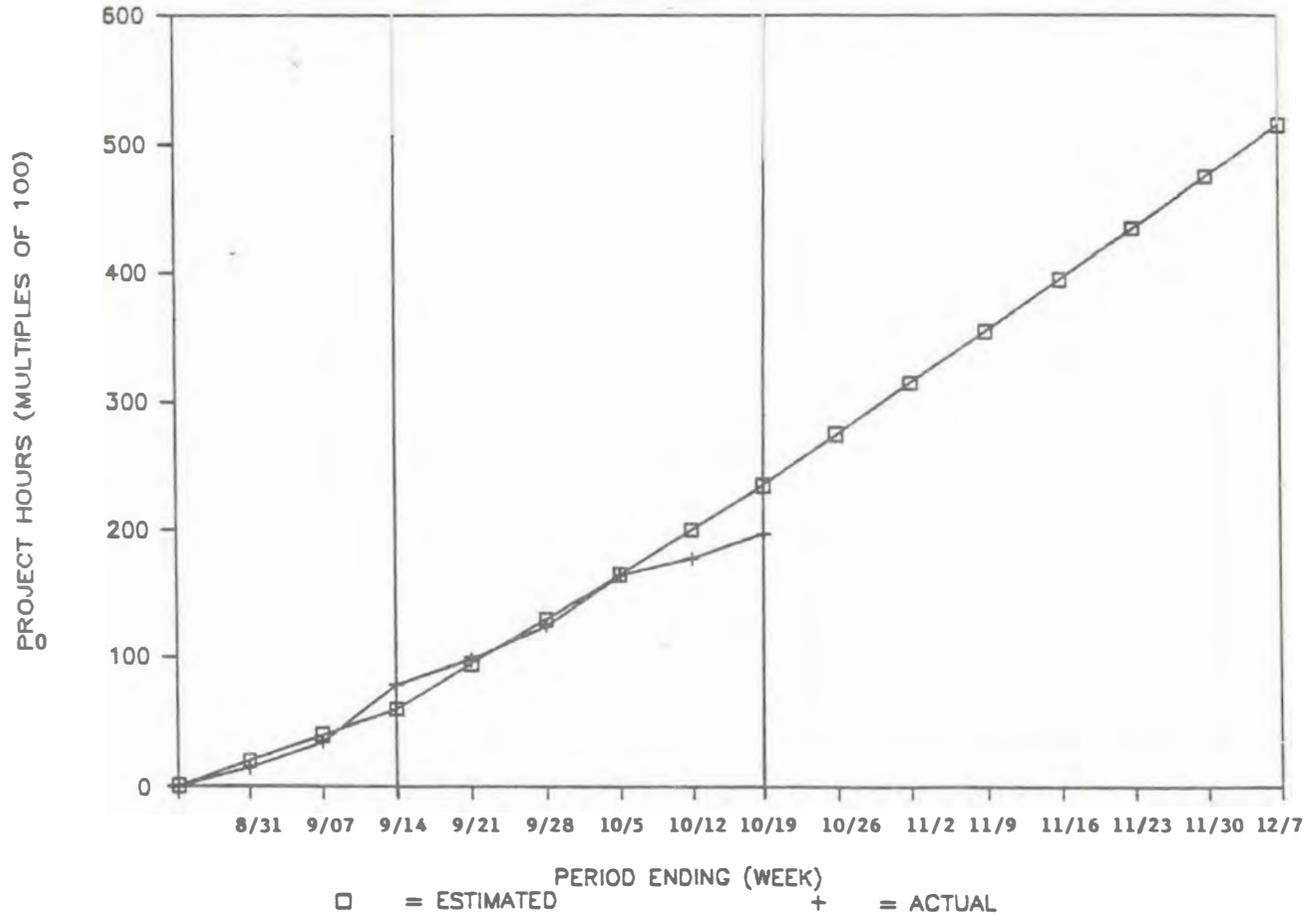


Fig. 26

Wheaton

by Cheryl Lynn Eyles

(Journalism 130--Havlic)

The Assignment: This 1000 word reportorial project requires the student to interview a government official and to write a news feature about the most important development.

Progress may be an important product to the General Electric Company, but to many Wheaton area residents it is at the least frustrating and at the most suffocating.

Like many other DuPage County communities, in 1988 Wheaton experienced constant growing pains.

Tempers often flare as traffic increases in a city which has grown from a population of 46,827 in 1985 to an estimated 49,000 in 1988.

According to Wheaton city planner Bruce Kaniewski that figure is expected to reach 50,000 sometime in 1989.

Although student population in District 200 increased by a little over 400 students - from 10,463 in 1987 to 10,867 in 1988 - at least four and possibly five of Wheaton's ten elementary schools are already considered overcrowded.

In addition, many students find themselves being bussed to schools many miles away as the city's population spreads to outlying areas. Although land has been set aside for the construction of at least one new school, officials believe it will be at least two or three years before they even consider putting a new building referendum on the ballot.

In this quiet, Christian-based community that has traditionally resisted rapid and massive growth, many residents question the apparent sudden change in that status.

Citing the need for a firm tax base and the fact that 85 percent to 90 percent of Wheaton's land use is residential, Donald B. Rose, city manager, defended

the city's decision to expand.

"This will give the city a better spread on the tax base," Rose said, "so we can hopefully reduce the property tax we rely on to fund city operations."

At present the City of Wheaton takes a little more than 10% of the property owner's tax bill or about \$.9440 per \$100 of assessed valuation.

"The growth in city and county has provided a lot of opportunity for a lot of people who live here," said Rose. "It is a significant factor affecting all of us," he said further, "but we are trying to insure that the growth . . . [that] is unfortunately somewhat inevitable, is done so that it does not have a negative impact on the community."

One positive step is the revitalization of the downtown business area

Improvements, most of which are cosmetic, are being made quadrant by quadrant and are expected to cost the city more than \$5 million over the next five years

"It is by no means the only means of salvation," Rose said. "It is only a part of the process."

He announced plans to hire an Economic Development Coordinator to study the possible retail use of the central business area as well as several of the new commercial complexes in Wheaton.

The population growth in Wheaton poses one additional problem. According to state law, once a city's population reaches 50,000 that community is required to increase the size of its city council or elected officials unless the residents vote against such an increase

At present the Wheaton City Council consists of the mayor and four members elected entirely at-large, in addition to the city manager.

That will soon change, however, as residents voted recently to divide the city into four districts and to increase the number of city officials to seven, four of whom will be elected by district and three at-large

"The question being proposed was really not all that routine," said city manager Donald B. Rose. Most council-manager forms of government elect either all at-large representatives or all from districts. Few, if any, combine the two.

Districting would insure each community of equal representation.

However, Rose said, "The at-large is probably the preferable methodology from a manager's standpoint in that you are electing four to six people at

large . . . who theoretically have a community view on
issuest"

On the other hand, Rose did say that polarization
"may not come into play in Wheaton because the four
proposed districts are very large districtst"

The Evaluation: Mrs. Eyles has done
an excellent job of gathering important
facts and details to support her news
peg. She uses quotations effectively
and has followed the rules of news-
paper style wellt

Putting Amtrak on the Right Track

by David Gayda

(English 101--Thoreson)

The Assignment: To write an essay that could appear on the editorial page of a serious and influential newspaper or magazine aimed at an audience of readers identifiable by age, political outlook, economic/educational level, and (if applicable) sex. The publication could be an actual one (e.g., Time) or a fictional publication of the student's own creation.

As America's urban centers continue to grow and the consumption of pollution-causing fossil fuels by automobiles goes on unchecked, we must ask ourselves if the cost of resurrecting the passenger train is one burden the taxpayer absolutely must bear if we are to maintain our position as an economic leader. The passenger train and, indeed, railroads in general played a vital and dynamic role in America's past, and they may well be the key to our future.

To better understand where we need to go with the restructuring of America's rail network, perhaps we should dwell briefly on the past. For many of us who grew up in America prior to the mid-sixties, names such as the California Zephyr, Super Chief, and Twentieth Century Limited conjure up silver flashes of elegance pounding the rails on transcontinental voyages. At a time when the love affair with the automobile was already in full bloom but the safety and frequency of scheduled air transportation hadn't quite come into being, the way to travel cross-country in America was by train. The railroads helped settle and build America into an industrial giant, and generations of Americans grew up riding the rails.

All of this began to change after World War II with the increasing sponsorship of highway and airport building by the federal government. Expanding road

and air networks, coupled with the continuing "big brother" regulation of the railroads by the Interstate Commerce Commission, began to spell the death knell for America's passenger train system and, in some instances, for entire corporations. Certain railroads such as the Rock Island and the North Shore are no more, and the once vast empires of the New York Central and Pennsylvania have collapsed under bankruptcy into the arms of Uncle Sam, seeking sanctuary from those same hands that helped strangle the railroads in the first place. The net result of the past three decades has been catastrophic for all rail passenger traffic, with total route miles shrinking from 175,000 in 1960 to just over 27,000 in 1987, and with Amtrak having taken over the running of passenger trains from the private sector in 1971.

At a glance, many of us might be inclined to say that nostalgia is fine, but the trains have faded from the scene because airplanes have outmoded them, and it is as simple as that. Why, then, should we consider pouring potentially billions of dollars into something that has seemingly outlived its usefulness? The fact of the matter is, the railroad as a people-moving conveyance has never held more potential to solve both ground and air traffic congestion problems than it does today. A typical air traveler may spend an average of three additional hours per trip simply to move from a city's business center to the airport and vice versa. The railroads, on the other hand, own their own rights-of-way directly into virtually every downtown district in America; segregated from automobile traffic by either elevating or placing underground the trackage in larger cities.

Although there is little to argue about when it comes to flying from Chicago to Los Angeles in four hours as compared to Amtrak's scheduled 40-hour trip, short-distance corridors between paired cities can employ high-speed rail service which can compete with, and even beat, both the airlines and the private automobile in both cost and schedule. As examples, Amtrak's Northeast Corridor routes passengers between Washington, New York and Boston on frequent 130-mile-per-hour scheduled trains which operate consistently at or over capacity. This area constitutes about two percent of total Amtrak trackage but brings in a whopping 37 percent of annual revenues. Multi-ride passes cost less on average than driving and paying to park (\$22.50 round trip by rail v.s. \$28.00 for gas, tolls and parking); and the rail time from Boston to New York actually beats the airline time (including tran-

sit to and from airports) by an hour in each direction. There are numerous other corridors with great potential which are now under research. City groups such as Chicago-Lansing-Detroit, Chicago-St. Louis, Chicago-Milwaukee-St. Paul, Seattle-Portland, and Los Angeles-San Diego are on the top of the list for potential development for high-speed rail service.

The cost to reap the benefits of this mode of transportation will not be small but will be well worth the expenditure. Market surveys for the Chicago-Detroit and Los Angeles-San Diego corridors show that high-speed rail service could immediately capture over 15 percent of the traffic, with potential to grow to 35 percent. The benefits in those as well as other corridors are obvious: reduction in the many thousands of automobiles on the roads and aircraft in the skies daily, along with associated gasoline consumption and pollution (any successful rail line would employ overhead electrification); reduced transit time for rail, automobile and air travelers due to reduced traffic congestion; a decreased demand on foreign oil along with a boost for the U.S. coal industry to provide fuel for the electrification; and an increased productivity base due to improved resource utilization and a work force with less commuting-related stress and anxiety. Additionally, the long-haul routes, although not offering the potentially large benefits and profits of the corridors, should also be considered for improvement. The existing Empire Builder (Chicago-Seattle), California Zephyr (Chicago-San Francisco), Southwest Chief (Chicago-Los Angeles), Silver Meteor (New York-Miami) and other trains are running at full capacity throughout most of the year, with many travelers being turned away due to lack of space. Additional rolling stock to add or lengthen trains during peak periods will greatly improve this situation while providing additional revenue. If Americans are willing to literally wait in line for space on these routes, then they should be considered to have the same money-making potential as cruise ships. Stops with lodging at major western national parks and cities could be developed as a major mode of vacation.

As we approach the 21st century we must look at our future and our industrial base as one and the same. Our business competitors in Japan and Western Europe have had government-sponsored rail service since the end of World War II and virtually every city and town with a population of over 10,000 is linked by fast, frequent rail service. Once in place, a com-

parable U.S. network would rapidly grow to a money-making operation, not only providing the previously mentioned benefits, but also creating transportation-related jobs and lessening tax requirements by becoming a profit center for the Government. We, as voters and taxpayers, must ensure that Congress properly plans and funds this endeavor. The time to act is now to put Amtrak on the right track.

Time Magazine average reader is from 25 to 60 years old, primarily conservative and would more than likely be Republican. Nearly all readers have at least some college education and are in the mid-to-upper income level. More than 50% of the readers are male.

The Evaluation: Dave's essay strikes me as a model of a serious, well-ordered argument (capably buttressed by fact) that sustains a tone appropriate to both audience and subject.

Once Upon a Time

by Diane Hippensteel

(English 101--Mottla)

The Assignment: Write a 500-800 word essay about an experience in which the narrator comes to a new awareness of himself in relation to otherstt

Aging, it happens to us all. It's supposed to be gradual, but I don't believe it. One day I was young and vibrant, the next I was an aging relic. I still remember the day I became old.

The alarm clock sounded as usualt I rolled over to shut it off and felt an ache deep in my shoulder.

"Musta slept funny." I rationalized.

I limped into the bathroom with my hand on my lower back. I didn't recall that aching before. Did I have the flu? I glanced in the mirror and did a double take. Who was that in my mirror? Someone put a middle-aged fat lady in my mirror!t I saw lines around my eyes and major crevices in other areast A gray hair leered at me from the top of my scalp.

My husband stumbled in.

"Who do you see in the mirror?" I demanded.

"You dear. You look nice,t he mumbled with half closed eyes

"No! Look!t I said as I held his face between my fingers, "Is that what I look like?t

"Uh huh.t

"I wasn't that way yesterday," I said as I released his face.

He gave me a strange look and shuffled out of the bathroom.

"Do I have gray hair?" I called after him.

"Yep!t said my perky, youthful daughter as she entered the roomt I was beginning to hate her. "Here's a whole bunch over here,t she said with glee as she dug through my hair. I was sure I hated her.

"Why don't you just leave?" I growled.

"Be nice to your Mother, dear," my husband said to her, "she's not herself today."

"You can say that again. What happened to me? Don't you remember when I was voted best legs in the office? Now look at them. They have blue and red spiders all over them and my knees hang down over my shins! My thighs look like, never mind my thighs! Someone has stolen my body!"

I shuffled to the bedroom and dressed without uttering a word. I grabbed my coat and said good-bye to my mutinous family.

There was a new girl at the office. She was young, pretty, bouncy.

"She must be twelve," I said to my friend.

"She's twenty," my friend replied.

"Twenty? I was much older when I was twenty."

"Hello! I'm Susie! I like your suit," the child gushed, "I wish I could wear that style. It looks so good on mature women."

I restrained myself from rapping her in the mouth.

At lunch I broke a tooth. I went to the dentist and he took an impression for a crown. He even had the nerve to suggest a bridge from some other teeth that were going.

"A bridge?" I yelled, "That's just a hop, trip, and a stumble away from dentures!"

I picked my children up from school and ran into Mrs. Youngbody.

"Emily is having a party. Can your girls come?" she asked. "By the way, I really admire how well you handle work, school, kids, and everything. I don't know how you do it. I don't have the energy and I'm half your age!"

I toyed with the thought of running her down with my car and wondered if a jury would convict me.

At the dinner table the kids began their review.

"Oh no! Not meatloaf! Why do we have to eat meatloaf?"

"We always have meatloaf on Tuesday," I reminded them.

"Carrots! I hate cooked carrots! Why do we have to eat carrots?"

"Because carrots give you good eyesight. Now eat your dinner! There are children starving in India," I couldn't believe what I had said. I had become my mother.

That night I crawled into bed, not yet ready to signal defeat. Perhaps it was a dream and I'd wake up

in the morning and brush my waist-length hair and put a short skirt over my sleek thighst The bed groaned under my weightt

My husband fluffed his pillow.

"Do you still think I'm pretty?" I askedt

He smiled and kissed me. "Of course I do."

"As pretty as when we first met?"

"You've improved," he lied.

"You think I'm old and ugly," I said as I fell into my pillow crying.

"No dear. You're being silly. You've had four children, time goes on. What do you expect?"

"I want to be twenty again! I wasted it the first time and now it's gone!t

He kissed me on the cheek. "Goodnight dear.t

I stopped sobbing and rolled overt "I am not old!t I said to myself. "Everything will be all rightt in the morning." Suddenly a loud snore jolted me from my sleep. I thumped my husband on the back.

"Roll over! You're snoring!"t

"Not me dear. It's you. Your snoring's been keeping me up lately."

Oh Lord, I am old.

The Evaluation: Ms. Hippensteel takes seriously the writer's need to connect with her audience. Here, in a piece rich in comic energy, she shows us our own reflections in the mirror.

Nearing the End

by Anna Hutchinson

(English 101--Mottla)

The Assignment: Write a 500-800 word reflective essay after those in our text. Be certain that your paper is based on personal experience, but that it also moves beyond the personal into an acknowledgment of some general truth of human experience.

The phrase "The End" initiates curiosity in all of us. What was it that ended? Was it the end of a good book, the end of a marriage, the end of an era, or the end of one's life.

Last week my grandma arrived in this country from Canada. Upon her request, we immediately took her to the church she religiously attended in her childhood. She wanted to feel at home again, and she wanted to pray. You see, my grandma is nearing the end: she is dying of leukemia.

The steps to the church were very steep. With me on one side of my grandma and my mother on the other, we assisted my grandma into the church corridor. Echoes of a Spanish sermon filled the room. I was being given the opportunity to see a part of my grandma's childhood, something I had never seen before. I felt as if my grandma was trying to reach back in time. A time when she didn't have many cares and a time when she wasn't saddled with her terminal disease. How difficult it must have been for her to see life in her old neighborhood continue as usual. Yet, she was about to enter the hospital and face the most difficult period of her life. It brought tears to my eyes. How long would it be before she would be peaceful again? Would the few weeks that we had left be worth the torment she would have to sustain?

Entering through the double doors that led us in-

side the church, my grandma released our hands and entered by herself. It was now time for her to let go of her family support and seek the support of God. She dipped her fingertips into the Holy Water and outlined the cross on her body. She was now cleansed of the outside world. I watched as my grandma made her way to the crucifix where she knelt to pray. Mass had begun. The organ moaned and the parishioners belted out hymns unaware of her presence, as she was unaware of theirs. My grandma looked so innocent and filled with life. However, it was easy to see the weeks of chemotherapy had taken their toll.

Once again I asked myself if it would be worth the painful struggle that my grandma would have to endure. The odds were stacked against her; yet she prayed to become a winning statistic in her brutal battle against cancer. A battle not many victims win.

The mass concluded and the parishioners were filing out the door. On the way out each individual said good-bye to the priest. Their good-byes seemed so minor and insignificant compared to the good-bye my family and I had to face.

As we prepared to depart from the church, I kissed my grandma good night. She held me in her arms and said, "I love you, Anna." I cried as I watched them drive away. I then realized how much my grandma's life meant to me. All the pain and suffering of the days ahead would be worth it provided they could keep our grandma from leaving our lives forever.

My grandma is holding on to every piece of hope she can find. If she has the stamina and desire to go through the torture that lay ahead of her in hopes of a miracle, then so should I. Life is too precious to ever give up on.

The Evaluation: Ms. Hutchinson's reflective essay was to combine autobiographical anecdote with general truth or perception. Neither the grandmother's courage and devotion, nor the narrator's love are isolated to their respective characters.

Funding Facts

by Stuart Kravis

(English 201--Dodds)

The Assignmentt Gather the informationt
and authoritative explanationst thatt
will answer your research questionst
and lead to sound conclusionst about
your subject. Present your findingst
in a formal reportt

Higher Educational Funding Facts

Statement of the Problem

I was planning on transferring to the University of Illinois. But over the last several months I have learned from the media that all of Illinois public universities have suffered from a lack of funding. According to reports, universities have raised tuition and cut enrollment, programs, and staffing to compensate for the lost money. Depending on the severity of the funding lack and the probability of the crisis being remedied, my transfer plans may change. I aimed to learn how the crisis impairs the educational opportunities of students and how Illinois compares educationally with other states. But most importantly I aimed to learn why the government has cut funding and what steps the government can take to increase school funding.

Background

Research Method

To find the answers to these questions I collected Chicago Tribune articles from Harper's library. These articles dealt with a variety of funding crisis aspects relevant to my questions and represented opinions from all sides of the issue. I had articles

from the frustrated university president to the concerned journalist, as well as ones from the blameless politician. To make sure the information was reliable I verified the articles' statistics by comparing them to those in a book of national educational funding statistics that I found in Schaumburg's library. I expanded my sources and filled the informational gaps that the articles left by conducting several interviews. I personally interviewed Frank J. Solano, Harper's director of financial aid and phone interviewed Caroline Emerson, of the Board of Higher Education; Dean Hacker, of the Illinois State Scholar Commission; and friends from several colleges. The information I received supported that which I already had. And I acquired detailed illustration of effects of the funding crisis that were previously unavailable.

History

The funding crisis has developed recently. Higher educational funding in Illinois had increased steadily for the last twenty years. And in October of 1987 Governor Thompson had recommended, for the 1987-88 fiscal year, an increase of about \$100 million in state appropriations for higher education (Trustee Nov., 87). But when the Illinois general assembly failed to pass a tax package in June, that money was lost, along with an additional \$60 million in funding (a four percent cut) (Camper). Thompson's 1988-89 budget recommends no tax increase and no additional money for higher education. With inflation at around four percent a year, the universities will have lost about twelve percent of their purchasing power in two years (eight percent from inflation and four percent from the 1987-88 cut) (Camper). The schools estimate that they are \$600 million short of funding (Davis). The inadequacy has caused them to freeze faculty and staff salaries, cut back on academic programs and enrollment, raise tuition and fees, and dip into their financial reserves (Trustees Nov. 1987).

Important Definitions and General Information

Per capita income is the income of a population of people divided by the number of people.

The Board of Governors of State Colleges and Universities oversees Northern Illinois University, Chicago State, Governors State, and Eastern and

Western Illinois Universities.

The Board of Regents is the governing board of Illinois State University, Northern Illinois, and Sangamon State University.

Body

Illinois's Lack of Competition

According to the Chancellor of the Board of Governors, Thomas D. Layzell, and an article written by John Camper, Illinois was at the national median of educational funding ten years ago. Unfortunately, we've been slipping ever since. Over the last decade, the national average of state tax support for higher education increased 121 percent. The average increase in tax support for higher education in states neighboring Illinois was 103 percent. Illinois has increased its state tax support for higher education only 71 percent in the last ten years. Tied with West Virginia, Illinois has had the smallest increase of the whole country. Also, Illinois is one of only four states to reduce state aid for higher education last year; the others are Alaska, Louisiana and North Dakota. And by many other measures Illinois ranks near bottom. We're 41st among the fifty states in state aid per full time student, 44th in state aid per capita income, and 44th in state aid per \$1,000 of personal income.

Adverse Affects Caused by Illinois's Lack of Competition

Because our funding isn't keeping pace with that of other states, neither are our teachers' salaries. The chart below shows how Illinois compares to the national average.

Average teacher pay at public universities			
<u>Nation wide</u>	\$38,100	Illinois State	33,600
Chicago State	28,900	SIU-Edwardsville	33,800
Eastern Illinois	29,800	SIU-Carbondale	33,900
Northeastern Illinois	30,100	Sangamon State	34,000
Western Illinois	30,800	U of Chicago	39,800
Northern Illinois	33,100	U of I-Urbana	44,900
Governors State	33,300		

source: Illinois Board of Higher Education

Teachers' salaries lag mainly because teachers have not had a pay raise in twenty months. The absence of a pay raise for so long has caused wide spread anger among teachers at all twelve state universities according to John La Tourette; Thomas D. Layzell; Stanley Ikenberry, University of Illinois president and Roderick T. Groves, chancellor of the Board of Regents. And since there are no indications from legislators of a funding increase, many of the best employees are leaving for universities offering more competitive salaries and more supportive research and teaching environments. The resignation rate has doubled at many schools over the past year, even at the University of Illinois, whose average teacher's salary is well above the national median (Camper, Tribune Editorial 10 Apr. † 88)† In fact, U of I offers a stunning example. According to Caroline Emerson, "a total of 246 faculty have received firm employment offers from out of state universities since July, 1987." Of these offers, 136 faculty members have resigned, 26 have taken leave of absence without pay (which is usually an indication of future resignation), and 68 have decided to stay. The remaining 16 cases are still undecided. What especially concerns the university is that 86 of the offers went to full professors, ones at the highest academic rank (Emerson)† Of the 86, 41 have already resigned and 11 have taken leave without pay. "The University's Medical School has had a particularly bad experience; all 30 of the offers made to faculty by other schools resulted in resignations."† Stanley Ikenberry brings to light the crippling effect of losing teachers: "Our schools are only as good as the teachers, the quality of education we offer is walking right out the door, and it's the students who are losing out.†"

The students are only the present losers† however. Since students tend to take jobs where they are educated, the whole state of Illinois will suffer in the long run (Layzell)† Well educated people help get and hold industries and enterprises for the state (Tribune Editorial 10 Apr. † 88)† Since we're falling behind educationally, we will also fall behind economically (LaTourette). "We're making a statement to the rest of the nation that Illinois is not serious about economic development," said angered N.I.U. president John La Tourette (Camper)† "The long term consequences are that we will increasingly become a backwater state in economic development, because

everyone is doing better than we are." Thomas D. Layzell, chancellor of the Board of Governors, adds, "A generation of poorly educated young people will be incapable of meeting the rigors of global and national competition"

Students are Losing Opportunities for Education

Because of the declining number of employees at all Illinois public universities, enrollment, admissions and programs have been cut back. Sadly, the popular universities offer the more startling illustration. According to David Strand, Illinois State University has cut its undergraduate enrollment from 19,591 to 17,398, "turning away over 2,000 students who meet admissions requirements" (Camper). Also, I.S.U. had received approval from the State Board of Higher Education for two new programs that students wanted (a doctoral program in school psychology and a master's in applied computer science). But these programs cannot be offered because the university does not have enough faculty to teach them. Northern Illinois University has cut its enrollment from 19,500 to 18,500 while completely cutting its between-semester admission period (Camper). And Eastern Illinois University has cut its enrollment from 10,000 to 9,000 (Camper). Also, Eastern Illinois had to stop accepting applications from high school students for the 1988-89 school year on Nov. 1, 1987, the earliest date in its history, because it already had more students than it could afford to educate (Camper). Stanley Ikenberry announced that the University of Illinois is planning on downsizing its enrollment and may cut its between-semester admission period (Camper). But U of I's main concern is its collapsing medical program.

Even though schools had decreased their student numbers, Roderick T. Groves and David Strand predicted that the universities would still have to offer fewer and larger classes so they could get by with fewer faculty members. They also said that some required classes would be filled before all the students that needed them could take them. The unfortunate students would have to take summer school or a fifth year to make up the lost credit. I phoned Glenn Maslankowski from U of I, Chris Kleiner from S.I.U., Tom Sutter from N.I.U. and Caroline Emerson of the Board of Higher Education to find out if these predictions had come true. Class sizes were significantly larger. Ms. Emerson said that student-teacher ratios had

climbed to 27-1 at most schools, almost twice as high as those found at private colleges. This caused inconvenience for everyone according to the three students. The students found it harder, if not impossible, to contact their teachers. And since the teachers had a heavier load to grade, it took them longer to return less carefully graded assignments. The three students said that most teachers seemed discouraged and worn out. The students added that the classrooms were crowded and according to Glenn, "their atmosphere was suffocating." But this wasn't the only prediction of Roderick T. Groves and David Strand to come true. Both Glenn and Tom have to take summer school to make up for a required course that they were bumped from because incoming freshmen have priority.

Not only have students lost learning opportunities from poor teaching environments and the lack of good teachers, some have lost the opportunity to attend school altogether because tuition rates have risen while financial aid has fallen (Hacker). "Without an increase in state funding, still another round of tuition increases will be likely for all of the state universities, after last year's jump that averaged 12.2 percent" (Tribune Editorial 10 Apr., 88). Students planning on going to U of I were especially displeased: "As recently as 1982, the University of Illinois ranked eighth in the Big Ten in tuition and fees; this year it is fourth, at \$2,365, a 13.5 percent increase over last year" (Camper). A Tribune editorial expresses that "it is crucial these great schools not be priced out of reasonable reach of Illinois young people, especially now that private college tuition has become unaffordable for many families" (10 Apr. 88). But even the public universities may become unaffordable for some families because state scholarship money is not keeping pace with the increased tuition. Dean Hacker of the Board of Higher Education told me that although the Monetary Award Program, which is Illinois' primary need-based state scholarship program, had an increase of fifty dollars per grant, the number of recipients is expected to drop from 100,000 to 94,000. Mr. Solano, Harper's director of financial aid said that it is likely many of the 6,000 excluded students would not be able to attend college.

Proposed Solutions to the Problem

Since 75 percent of the money for higher education comes from state taxes (Solano), raising them is the most popular solution to the funding shortage. With Illinois per capita income at number nine in the country, Thomas D. Layzell points out that it makes no sense to have our higher educational spending at number forty four. He says "the modest tax increase educational leaders throughout the state are seeking will pay handsome returns." The reason a tax increase is so appropriate, Layzell explains, is that the "Illinois income tax rate has been fundamentally unchanged since 1969 and is effectively the lowest of any state that levies an income tax." Also, Illinois citizens have been relieved of many other taxes during the last several years. "Illinois political leaders eliminated the inheritance tax, capped the public utilities tax and exempted from sales tax items such as food, medicine and manufacturing equipment." Since the state now funds many more programs than it did in 1969, it's no wonder higher educational funding is falling short, concludes Layzell.

Even the citizens of Illinois support a tax hike to keep their universities strong. A state wide telephone survey to see how Illinoisans felt about having taxes raised was conducted by Sangamon State University and reported in the August-September issue of the Illinois Issues magazine. Of the 1,000 people polled, 56 percent said that they would support higher taxes over reductions in state programs and services. Just under 38 percent said that they opposed any increase in taxes. More than 80 percent indicated that they would favor raising cigarette and liquor "some" or "quite a bit" if increased state taxation should become necessary. Raising corporate income tax was also popular, with nearly 78 percent of the respondents supporting a tax hike in this area. Only 43 percent of those polled support an increase in personal income tax, however, but this percentage rose to 53 percent when such an increase is combined with an increase in income tax exemptions, and to 59 percent when combined with a guaranteed cut in local property tax.

While the general response is to raise taxes, author of Politics of Higher Education and former state legislator, James D. Nowlan, argues that this approach will not be sufficient. He claims that "even in the event of a significant tax increase a range of other claimants--some with needs more compelling than

those of higher education--will limit the gains for any one sector to rather modest increases." For example, Nowlan says that only 6,000 out of 112,000 needy poor children are receiving early childhood services called for by the state's 1985 educational reform. He adds that "\$300 million to \$600 million a year in new money will be needed to provide a decent level of services to the mentally ill and disabled"t More money will also be needed for "cost increases in health care for the indigent and aged.t

Nowlan asserts that the solution lies "in thinking beyond next year's budget, to a future that makes even better use of a richer mix of funding sources" He also says that there is a need to change the structure of higher education in Illinois. He explains that since faculty rewards are based on research, not teaching, there is a tendency for almost all universities to "emulate a handful of expensive graduate research institutions." This is neither appropriate nor affordable for coming decades, concludes Nowlan. He adds that "constructive changes in education will not come easily." And we need the higher levels of our state leadership, from outside as well as inside higher education, to evaluate the options for change. He says that it's been twenty years since the last major outside evaluation of higher education in Illinois. So he proposes "an assembly of state leaders and national thinkers which would conclude with specific recommendations on how to maintain sufficient educational funding in a context of limitedt resources."

The Government's Plan to Solve the Funding Shortage

Out of all my research, I couldn't find one statement that showed how the government plans to solve the funding shortage. I did, however, find this cop-out. "Governor Thompson says he really wants to raise taxes but that it is up to the universities--along with welfare, mental-health, child care and other lobbies--to generate public pressure on legislators to make it possible" (Camper)t I have so much information on educational funding because the universities have been and still are lobbying in the form of newspaper articles to generate public pressure. Most, if not allt of the information cited was "used by educational lobbyists for new conferences in Chicago and in large cities downstate so that the public would understand the seriousness of the funding shortage" (Camper)t Furthermore, university faculty, staff and

students have rallied at the state Capitol to draw public attention to the need of more school funding (Trustee May, 88)t Finally, the poll cited shows that a majority of people are already in favor of having taxes raised.

Conclusion

Governor Thompson and other state legislators cant no longer use this cop-out. Professors are leaving schools, students are losing educational opportunities, Illinois economic competitiveness is in jeopardy, and the public knows about it and is willing to chip in. The government is not only going to have to raise taxes, it is also going to have to assemble the group of leaders Mr. Nowlan spoke of if we are to have a lasting solution to this dilemmat

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The Evaluation: Stuart Kravis's report
is filled with reliable information, is
objective in its point of view, clear
and conventional in its report format,
and sound in its conclusion.

Just Three Months

by Janet Levitzke

(English 101--Sternberg)

The Assignment: Asked to write an extended definition on "some fundamental life experience that has shaped your attitude toward yourself," Ms. Levitzke discloses the profound impact of her miscarriage

This was not the blood of monthly menses. My uterus cramped and grabbed at tissue, trying to hold on, trying to expel. Hormones were sent erringly through my body, just in case. I was so very tired, my body fighting to be pregnant, fighting to abort. I held on with wavering faith. Women bleed and deliver perfect babies all of the time. It's not unusual to have some "spotting" right at three months.

Tests confirmed that we had lost our baby. I was having a miscarriage. An inaudible "What?" demanded answers to countless questions. My doctor proceeded to clarify the situation.

In explanation, we were told that for unknown reasons the fetus didn't thrive, in fact had died, and that my body, as was nature's way, was trying to expel this now unwelcome mass from an inhospitable womb.

Cold, clinical facts, told in neutral voice, explained the situation further: "...a miscarriage can happen to anyone. You did nothing wrong. There is nothing wrong with either one of you. No, there is nothing you could have done differently; it just happens sometimes. You're still young. You can have other children. You should be aware of what to expect now that...." I heard my doctor's voice as though from the end of a long hallway imagined just before succumbing to the fog of anesthesia; a fish-eye-lens of a voice, coming from miles away, yet thrust rudely in my face, not to be ignored.

Somehow we got home; somehow we got on with our lives. Phone calls were made to now ex-grandparents-to-be, aunts and uncles and well meaning friends

Five days later, after undergoing a quick surgical procedure, my body was relieved of this troubling mass of tissue, and I was sent home. Home as I knew it was gone. Under anesthesia, much more than a failed pregnancy was scraped from within me.

Miscarriage is not the loss of a fetus. It is the loss of a dream. My child was taken from me. I had already held this baby in loving arms, sang it to sleep and breathed deeply its sweet baby scent. This child had been named and played with. I'd even taken this child to its first day of school.

Miscarriage is inconsolable grief. It is the loss of many things, a list with no beginning and no end. Miscarriage is a body fraught with hormones no longer needed, still ruling sleep and appetite, still chasing emotion down endless dark passageways.

Miscarriage is the deepest sense of failure imaginable. Rats and junkies have babies, but not me. I can't even reproduce, how the hell am I supposed to drive a car or balance a checkbook? I am nothing.

Miscarriage is the true test of love between a man and a woman. There is no studying for this test; it is a pop quiz given out of nowhere. We've waited six months to see how we fared on that test, and have yet to know the results.

Miscarriage is a grief that takes a huge bite out of one's very soul, then continues to gnaw and gnaw and gnaw. The initial shock is confronted and the loss acknowledged. Maternity clothes are quickly washed, folded and stored in the furthest reaches of the least-used closet. The baby's room is returned to its former state, a study once more.

My life is once again tidy. On I go, back to work, back to smiling, back to the practicalities of day-to-day living. I can't seem to lose myself in routine because there are babies, babies everywhere. How can I shop? Were there always so many proud new moms cooing at infants as they were being carted from soup to soap? Why, when I turn down the next aisle, am I met by walls of Pampers and Infantile?

Babies can not be avoided by homing-in; the phone rings with babies and the mail is positively bursting with new-born joy. The Baby's Room calls to see if ash is O.K. instead of oak. Would I like to join prenatal classes at my chosen hospital? From the same address comes the bill for my D and C. Hasn't anyone ever thought to cross-check a patient's name on the computer, just in case? The park district calls to see if I will be attending the next "trimester" of pregnancy exercise classes. My new copy of American

Baby arrives neatly sandwiched between insurance forms and maternity-shop flyers

Miscarriage is an aversion to other people's happiness. I ache when I hear of my dearest friend's newborn or my nephew's latest accomplishments. The three of us had been joyously pregnant together and it's hard to separate their happiness from my loss. I look at these beautiful children and see what I don't have.

Mostly, miscarriage is an overwhelming emptiness; one that can never be filled with another baby or healed by time, for it is truly the loss of a loved one; someone known in your soul, for all time.

The Evaluation: Vivid, concrete details, strong sentence variety and a repeating pattern of definition intensely convey the pain of miscarrying.

Business Ethics Exam I

by Joseph M. Roth

(Philosophy 150--Stone)

The Assignment: a) compare and contrast rule utilitarianism and Kant. b) apply rule utilitarianism to the American Cyanamid case, elaborating the moral strategy, facts of the case, and specific moral judgment. c) apply Kant to the same case, again elaborating the strategy, facts, and specific judgment. d) give a comparative evaluation of Kant and rule utilitarianism, including their applicability to the American Cyanamid case

a. Rule utilitarianism concentrates on rules that will produce the greatest utility. Kant attempts to show that there are certain moral rights that everyone possesses, regardless of any utilitarian benefit. Rule utilitarianism focuses on the external actions or accomplishments of a person or group. Kant focuses on the internal motivation. Both theories are very general. They can be difficult to apply in specific situations, and can fall victim to counter-examples.

b. I Moral Strategy

American Cyanamid's actions were based on rule utilitarian concepts. Management had a moral obligation to protect the workers, but not bankrupt the company in the process.

II Facts of the Case

American Cyanamid felt that it had an obligation to protect fetuses from possible harm due to lead toxicity, and protect the company from costly lawsuits. The alternatives were:

- a. clean up the hazardous areas and make them safe
- b. ban pregnant women from hazardous areas
- c. ban all women of child-bearing age from hazardous areas, unless they surgically sterile

They chose (c) as the least expensive and most effective alternative. Four women working in an area of the Willow Island Plant classified as hazardous chose to have sterilization to keep their positions rather than transfer to lesser paying positions. The women filed an OSHA lawsuit, claiming that their rights were violated because the company forced them to choose between keeping their jobs or sterilization. When that action was dismissed, they filed a sex discrimination suit, claiming that lead was harmful to both men and women and the company should have spent money to clean up the plant. The company eventually settled the case, never admitting any wrongdoing.

III Specific Moral Judgment

From a rule utilitarian viewpoint, the company was justified in its action. By banning women capable of bearing children from hazardous areas, it was fulfilling its moral obligation to protect fetuses and producing the greatest utility by not spending enormous amounts of money to clean up the plant, thus saving jobs. Moreover, the company states that the women chose sterilization and that the company discouraged them, feeling that it was unnecessary since they were offered other positions.

c) I Moral Strategy

Employees have the right to be protected from actual and known potential hazards in the workplace.

II Facts of the case

See b II

III Specific Moral Judgment

The second formulation for Kant's categorical imperative implies that people should not be treated as objects incapable of free choice. "By this principle, an employee may legitimately be asked to perform the unpleasant (or even dangerous) tasks involved in a job if the employee freely consented to take the job knowing that it would involve these tasks." (Velasquez p. 93) This implies that the company was wrong in not allowing the women to make a decision based on the knowledge of the facts. The company made an arbitrary decision based more on concern about financial cost and potential liability rather than the rights of the employees

d) Rule utilitarianism lends itself to the criteria employed by people when discussing moral conduct and by business to justify economic decisions, such as cost-benefit analysis. It provides an adequate justification for the company decision in the American Cyanamid case. At the cost of eight displaced workers, the company was able to protect unborn children and avoid a costly cleanup. The major weakness of rule utilitarianism is that it can ignore or abridge individual rights. The Pinto case is a good example of the misapplication of cost-benefit analysis.

Kant's theory overcomes the weakness of rule utilitarianism by recognizing that people have moral rights that may override utilitarian benefits. In the American Cyanamid case, while it does recognize that the women should have been given the choice to work in the hazardous areas, the company's decision to exclude them because of the potential risk is more compelling. However, in most cases such as Calter and South Africa, Kant presents a better argument. The application of his theory protects individual rights and promotes greater utility by applying the criteria of universal liability and reversibility.

The Evaluation: Close to the "right answer," these clearly presented ideas apply course concepts to a case not covered in class. Six words (e.g. † "evaluation" † in the question were addressed correctly. Grammar and spelling help to present the ideas.

Education for the Future

by Jody Sewall

(English 101--Thoreson)

The Assignment: To write an essay that could appear on the editorial page of a serious and influential newspaper or magazine aimed at readers identifiable by age, political outlook, economic/educational level, and (if applicable) sex. The publication could be an actual one (e.g., Time) or a fictional publication of the student's own creation.

A child is born. He comes into the world completely helpless. Everything must be done for him. Everything must be taught to him. It is the parents' job to do these things. Ideally, all parents would be able to handle the job. Unfortunately, this is not always true. In my five years as a laboratory technician in a pediatric office, I have come across more people who should not be parents than I ever thought possible. Some lack the common sense needed to ensure the safety of their children. Others refuse to take charge of their children and give them the proper guidance and discipline. And many times, innocent children are neglected by parents who don't have the time for them. Though most of these people love their children and want to be good parents, many of them do not possess the knowledge and understanding to do the job right. I strongly feel that training courses for parents-to-be, whether sponsored by public health departments, hospitals, or universities, should be made available to the public.

While parenthood is supposed to be learned by trial and error, many mistakes can be detrimental to a child's health and well-being; some can be deadly. Take the case of Mrs. Davis. The doctor could not understand why her son, Michael, had gained so much weight. Upon further questioning, it was discovered

that she was feeding Michael concentrated formula for two weeks. On the formula can, in two places, in big letters, are the words, "ADD WATER BEFORE FEEDING." Mrs. Davis saw this and chose to ignore it. On the other extreme, Mrs. Smith insisted on breast feeding her child even though she had no milk and the baby had lost a pound his first month. When asked why, she simply replied, "It's the natural thing to do." Another child was brought in because he was choking when he ate. This was because he was eating cereal from a spoon at two weeks of age.

Although an improper diet in an infant is more likely to cause immediate problems, an older child's diet is of equal importance. A child who is not taught good eating habits early may develop serious health problems later in life. Recently, Mrs. Goldberg had her child in for a repeat cholesterol test. He had had one a few months before which was very high. At that time, she was instructed to exclude foods that are high in cholesterol from the child's diet, mainly red meats and dairy products. When her son's cholesterol level was still very high, the doctor asked her if she had been following the diet. She went on and on about how he only eats food what is good for him; fruit, vegetables, and turkey. On her way out, she asked to use the phone to order dinner for the kid. I couldn't believe my ears when she called Irving's and ordered hotdogs and cheese fries.

More serious are medication errors. Even though high fevers can cause life threatening seizures in children, many people refuse to give Tylenol, which will reduce the fever and make the child more comfortable, until they are at the doctor's office. They think we won't believe the child is sick. Then there was the woman who, instead of giving her child three-quarters of a teaspoon of antibiotic three times daily, gave her three to four teaspoons three times daily. Another mother, whose child had an ear infection, put the antibiotic, which was supposed to be taken by mouth, into the child's ear. Fortunately, mistakes such as these are usually caught and corrected before they can do irreparable harm to the child.

Another problem area for many parents is discipline. This includes teaching the child not only right from wrong, but also responsibility and values. Mrs. Anderson brought her son in for a blood test one day. Understandably, he was very upset when they got

to the office. Trying to explain his behavior, Mrs. Anderson said, "He's mad because I lied to him." Most of what a child learns is from his parents. They can't not effectively punish a child for doing something wrong when the child learned the behavior from them.

Many times, children have thrown temper tantrums in our office, only to have the parents give in to them. Many of the procedures we do require the child to be restrained for his own safety. Occasionally, the parent will refuse necessary tests because they don't want to hold the child down. Although it's sometimes hard, a parent must learn to stand up to his child.

Perhaps the worst problem faced by children with untrained parents is neglect. Many times I've heard a mother say she can't bring her sick child to the office because she has a beauty shop appointment or a bowling tournament. One day, Mrs. Schwartz brought her child in late in the afternoon. She had had too many things going on that day to keep the child home so she sent her to school with a temperature of 104.0. The doctor told her that she should have sent her in an ambulance. Some children are malnourished because parents don't bother to give them enough to eat. Some children get repeated infections because the parents don't bother to keep them clean. Some children get frostbite or sunburn because the parents don't bother to dress them right. Sometimes, the results of neglect can be devastating. One mother left her two daughters in the care of a man she had just met so she could go shopping. This man ended up killing one of the girls and severely injuring the other. Often times parents don't mean to neglect their children. They just don't know how to give them the proper care.

As we all know, child rearing can be one of life's most pleasurable and gratifying experiences. But parenting is a job which requires intelligent, caring people. When parents can not or will not fulfill their obligations to their children, the results can be disastrous. It's often been said that none are as innocent as children. Parents owe it to them to teach and guide them in a firm but loving way. If training courses were available to the public, many would be much more capable of doing just that.

Parent's Magazine
Age 25-45
Sex- Female
Middle class
Liberal to conservative

The Evaluation: The great strength of Jody's essay, it seems to me, is its deft and graceful use of specific incidents/anecdotes to support her major pointst In addition, her topic is original and interesting: it allows us a "backstage" peek at a side of pediatric workers we don't often see--the frustration and pain of dealing not just with their young patients but with misguided parents as wellt

Anorexia Nervosa:
Big Problems in a Tiny Package
by Jeanne V. Skarvan
Professor Tierney
July 13, 1987

The Assignmentt A traditional research
paper: 1500-2500 words‡ at least seven
sources‡ and proper form and documen-
tationt [The following project has
been arranged and typed to illustrate
one correct format for college writing‡
the Author/Date system.‡

Abstract

Anorexia nervosa seriously interferes with the life of the victim and arises due to a great number of interacting problems. Severe changes occur in the victim's bodily functions and in the personality, which can prove to be fatal. Biology plays a minor role while psychology plays a major role in causation. Faulty metabolism and biochemical imbalances may biologically predispose one to anorexia, but more research is needed here. More likely, the psychological problems in the personality, the mother-daughter relationship, and the family along with the values of society play a more concrete role. Recovery involves intense treatment in the form of medical intervention and psychotherapy, which may last several years.

Anorexia Nervosa: Big Problems in A Tiny Package

"I was dyinge I was starving to deathe I could not walk because there was no fat in my feet to cushion the bonese I could not sit for more than 10 minutes because my bones would hurt--I had nothing to sit one I had acute chest painse You could see all the veins in my body...I could not bear their [her parents'] crying when they would see mee I was thinking about suicide all the time. I finally realized that it was controlling me, that I couldn't commit suicide even if I wanted because I was already dyinge" admits Ellen Cashe a young woman with anorexia nervosa ("Starving Diseasee" 1982, p. 47).

Anorexia nervosa, a serious and potentially fatal eating disorder, is gaining more and more public attention every day due to its continual increase in incidence (Levenkron, 1982). The victim, usually an intelligent, white, female adolescent from a middle to upper class home, becomes obsessed with dieting until she risks dying from starvation and its many harmful effects on the body. About one to four out of every hundred young women in high school and college suffer from anorexia. These high incidence rates and the fact that they are increasing become even more devastating when one considers the accompanying high mortality rate of about 10-15% (Brown, 1985). One can't help but wonder what could motivate a young lady to torture her body to such an extreme extent. Overall, just as anorexia nervosa proves to be a serious illness (Lansky (1985) and several other authorities contend that a variety of factors from both inside and

outside of the victim exist that are deeply interwoven to construct the fabric of this diseasee

Symptoms of Anorexia Nervosa and its Diagnosis

In order to understand anorexia nervosa bettere it helps to have some background information on the medical, behavioral, and psychological symptoms. Most of these warning signs result from the rigorous dieting and other aspects of the victims' lifestyle. Anorexics have haggard faces that are quite pale, with sunken eyes and cheeks and deep triangular lines or creases around the mouth. Their limbs become quite scrawny and their clothes will engulf their emaciated bodies. They will dress in layers or wear baggy clothes so they look heavier than they are and do not attract too much attention to their illness. Due to their malnutrition and lack of body fat, they experience amenorrhea (cessation of the menstrual cycle), alternating diarrhea and constipation, decreased immunity to infections, and fainting and dizziness because of low blood pressure. Also common is dull hair which starts to fall out in clumps. They complain about being cold all of the time. Interestingly enough, their bodies try to conserve what heat they have left in them by growing a soft, downy hair on the rest of their bodies called lanugo. Thus, as anorexia nervosa progresses, its symptoms become quite noticeable ("Anorexia," 1984; Schweisheimer, 1984).

In addition to the biological changes, many psychological and behavioral changes occur during this deadly dieting. The anorexic becomes very sensitive about her appearance and the comments made about it. She becomes quite skilled at acts such as pretending

to eat food and secretly buying over-the-counter drugs such as diet pills, laxatives, diuretics, and emetics in order to aid weight loss. Her body image becomes quite distorted and she will claim she is fat even when she is quite underweight. Lying becomes a common practice; she will claim she is full after only having eaten a bite. Actually it is only in the advanced stages that the appetite disappears while in the meantime she actually experiences extreme hunger. Food is often thought about, looked at, and played with, but seldom eaten. As dieting and exercising become the main focus in her life, time and energy are taken away from other activities. For example, her previously excellent grades plummet and she becomes increasingly more isolated to the point where she has no social life inside or outside of the home. All in all, when anorexia occurs, a complete change takes place in every area of the lifestyle and personality ("Anorexia," 1984; Crisp, 1980).

Despite this entourage of symptoms, some basic criteria must exist before a diagnosis will be usually made by a doctor. Most professionals follow the guidelines set up in the Diagnostic and Statistical Manual of Mental Disorders, Third Edition (DSM-III), written by the American Psychiatric Association. According to the DSM-III, the following must exist:

- A. Intense fear of becoming obese which does not diminish as weight loss progresses
- B. Disturbance of body image, e.g., claiming to "feel fat" even when emaciated

- C. Weight loss of at least 25% of original body weight or if under 18 years of age weight loss from body weight plus projected weight gain from growth charts may be combined to make the 25%.
- D. Refusal to maintain body weight over a minimal normal weight for age and height
- E. No known physical illness that would account for the weight loss (p. 69).

Many eating disorder therapists also distinguish between the two main types of anorexia that exist: the restrictor type and the bulimic type. The restrictor practices constant food abstinence, while the bulimic anorexic will diet rigorously but regularly binge on large quantities of food and use drugs such as laxatives, diuretics, or amphetamines, or induce vomiting, or participate in excessive exercise to counteract the usual weight gain (McNurlen, 1985, p. 67). Thus, clear, universal guidelines and categories exist pertaining to the diagnosis of anorexia.

Predispositional Factors

The factors which predispose a young woman to anorexia must be explored in order to uncover the etiology of the mental illness. In studying and treating anorexia nervosa, many professionals have noticed several recurring trends in their patients which have helped shape their theories relating to the causes of anorexia. These factors tend to fall into two main categories: the internal and the external influences.

Internal Influences

Internal influences are those which arise from within the anorexic herself, not from those around her. These internal factors can be broken down into two main categories: the biological aspects and more importantly, the psychological aspects of the personality.

Biological Factors Two main predispositional factors prevail in the biological area. For a few people, keeping weight off and maintaining a normal weight prove to be a difficult chore, even though they do not eat excessively. Dr. David Lansky (1985), a clinical psychologist in private practice who specializes in the treatment of eating disorders, feels that for a small percentage of people, anorexia and bulimia (the binge-purge syndrome) provide a strategy to control a "biological propensity to gain weight easily or lose weight with great difficulty" (p. 4). Another main factor found in much research deals with brain chemistry. Early experiments tested the hypothesis that various endocrine (hormone) imbalances or abnormalities of the hypothalamus, a small part of the brain that regulates metabolic processes, body temperature, and emotion, could be partially responsible for the onset of anorexia. Although many of these changes proved to be the result of the weight loss itself (Garner and Garfinkel, 1982), many authorities still feel that further research must be done to completely uncover and understand all chemical factors. All in all, even though organic influences have not been concretely proven, one cannot dismiss too hastily the possibility of their influence.

Psychological Factors. More substantial proof exists in the other internal domain of the individual. Most anorexics think so similarly that as in other illnesses a stereotypical pattern can be found in their thinking and beliefs. Perfectionism and a desire for acceptance are major themes (Horosko 1984). She sets extremely high goals for herself which she pursues with great intensity and dedication. Low self esteem and a feeling of never being good enough result when she does not achieve everything to perfection (Life Skills Education, 1983). Dre Lansky (1985) labels this "all-or-nothing thinking," for she sees herself as either great or horrible with no degrees of difference in between (p. 5). She worries not only about failing herself but perhaps more about failing others, which in her terms of thinking, means that they would no longer love her (McNurlen, 1985). As a result she exhibits extreme compliance, which along with her usually excellent achievement in most areas of her life, often results in her being dubbed by her parents as "the best little girl in the world" (Kinoy 1984, p. 27). The dieting and body obsession become the solution to these worries and problems. The rigidity and extreme will-power she starts to exert over her food become a source of pride and confidence because in this arena she can achieve what she has desired and do it herself, instead of relying on others (Horosko 1984). Thus the anorexic's faulty thought patterns and ideas that exist as part of her personality play an important role in her predisposition to the eating disorders.

External Influences

External influences also play a very large role in the development of anorexia nervosa. These influences originate from areas outside of the anorexic's body or mind. They consist of the mother-daughter relationship and the need to mature into an adult, the family structure as a whole, and the society one lives in.

The Mother-Daughter Relationship. Upon close scrutiny, problems in the mother-daughter relationship become apparent which may bring about difficulties in the growth and maturation of the anorexic. Kinoy (1984, p. 35) describes their mutually dependent relationship perfectly as "intertwined." Individual identities no longer exist, which results in a relationship based on guilt, anger, dependency, and a lack of trust (Levenkron, 1982). Anorexics frequently see their mothers are unhappy and oppressed, which stirs up great fears in the daughters that they too will have the same future, a further result of their dependent relationship (Kinoy, 1984). This phobia becomes generalized to the point where the daughters not only experience anxiety about becoming like their mothers but about developing into women at all (Kinoy 1984). If she stays at her present emotional age or regresses, she avoids this possibility. Consequently, as the anorexic loses weight, amenorrhea (cessation of menstruation) occurs and the womanly curves she developed in puberty disappear, so that she ends up with no breasts, no hips, or thighs ("Anorexia," 1984). This fear of becoming a woman also explains why many cases of anorexia start at points in life where

independence should develop such as during puberty or when the young woman leaves home for college (Brown 1985). She often feels she is just not ready to be an adult and these crisis times cause the feelings to become stronger and more obvious. Thus the same mother-daughter relationship stirs up ambivalent feelings, a need for independence and self-identity coupled with feelings of dependence due to the closeness to the mother (Brown 1985). Anorexia delays this time of stress and turns the clock back to a time of security which further reinforces weight loss (Life Skills Education, 1983).

Family Pressures. Just as a typical personality and mother-daughter relationship exists, a common pattern evolves in the family of the anorexic. Often the parents are overly involved in the anorexic's life and make all of the decisions (Horosko 1984). A psychologist recalled such a case. "One teenage patient couldn't even go to a store and pick out clothes for herself. She literally needed her mother to make the decisions to tell her what to buy" (Brown 1985, p. 165). Simultaneously, parents guard their own emotional displays resulting in a lack of awareness among family members of each other's emotional needs (McNurlen 1985). Parents may neglect this child who never causes problems (Kinoy 1984). In this way the anorexic finally receives distorted, although present, attention and recognition when she diets which also further perpetuates the dieting (Levenkron 1982).

Two other family traits become apparent. Weight problems or obsessions in family members other than the anorexic often

exists. In her book, When Will We Laugh Again? (1984), Barbara Kinoy, Ph.D., cites that half of the families she studied of eating disorder patients showed the presence of a high emphasis on physical appearance. Half also reported a weight problem in one or both parents. As a result, parents project their worries about their weight onto their children so that any weight gain in a child results in undue concern and criticism. Interestingly, some anorexics start out five to ten pounds overweight at the onset of the dieting and probably experience constant stress to lose weight which is magnified as a result of their oversensitivity to others' remarks (Brown, 1985). Kinoy's study also points out another common characteristic. These families usually have at least one member suffering from depression and/or alcoholism which could add stress in family communication. Such problems can further detract from the attention given to the child and often cause her additional stress as she feels guilty for the situation (Kinoy 1984). Thus, the anorexic usually signifies that there are problems in her family.

Societal Factors Not only does pressure come from within the anorexic and her family but current society contributes as well. American culture places so much importance on the body that it has seemingly become more important than the personality and talent, especially in women (Life Skills Education 1983). Being fit and trim equates to success, pride, self-confidence, and happiness while being seen as overweight means one is sloppy, boring, and has no self-control (Life Skills Education 1983). As a result, many

girls and women develop a growing insecurity about their bodies so that a woman who is of a normal weight sees herself as fat (Garner and Garfinkel 1985). Interestingly, men appear to be less of a target in this area, which may explain why only 5-10% of anorexics are males (Lansky 1985). These values show up everywhere. For example, the number of diet articles in six major women's magazines increased by 70% from 1969 to 1978, as found by Garner and Garfinkel (1985). Another 1980 study by Garner, Garfinkel, Schwartz and Thompson studied changes in women's total ideal body images from 1959 to 1978. Both Miss America contestants and Playboy bunnies became less curvaceous as evidenced by a decrease on the average in bust and hip measurements with a simultaneous increase in height. The Miss America contestants in 1961, 1962, 1965, and 1966 were the heaviest during the twenty year period, weighing in at 89% of the average weight for women, as determined by actuarial tables. These already below normal weights further decreased to the point that in 1978, the last year in the study, the average contestant's weight measured 78% of the corresponding weight in the acturaries, which, interestingly and sadly, comes very close to the low body weight found in anorexics, 75% (Garner and Garfinkel, 1982). Furthermore, society has simultaneously catastrophized the effects of obesity (Lansky, 1985). Dr. Lansky reveals the stress on the change in women's current roles. She is supposed to raise the children, hold down a successful full-time job, maintain a great marriage and handle all the household chores. In the face

of this new "superwoman" status, the anorexic unconsciously rebels against this imposed perfectionism, which scares her because she knows she cannot measure up to these incredible standards.

Treatment

The combination of these internal and external influences which predispose one to anorexia are devastating in that the physical health of the anorexic is greatly jeopardized by the abuse of her body. The medical doctor must therefore play a role in the recovery process and correct much deterioration. The anorexic's body, starved for calories, eventually starts feeding off of itself, especially in muscle protein. When the heart weakens from these irregularities in heart rhythm or even congestive heart failure can occur. Other habits of the anorexic also do much damage. Habitual vomiting can cause electrolyte (chemicals responsible for electrical charges in the heart) imbalances, dehydration, tooth decay, and gum disease due to the hydrochloric (stomach) acid. Vomiting brings up internal bleeding due to tearing of the esophagus and swollen salivary glands. Frequent fasting can result in kidney problems and malnutrition. Heavy use of laxatives can predispose a person to irritable bowel syndrome and constipation when they are not used. Laxative abuse can also cause ulcers, hernias, and a physical dependence in which laxatives must be taken to maintain even a normal number of bowel movements (Schweisheimer, 1984; Seligman, 1983). Quite obviously, the medical doctor has a lot on his hands.

Most of this damage can be taken care of through treatment, but early recognition and treatment prove vital (Crisp, 1982).

In the advanced stage, in which is usually when help is sought, hospitalization is necessary (Palmer, 1980). At Johns Hopkins Hospital, as in other hospitals, patients spend three months getting round-the-clock medical and psychological care. Food is prescribed like medicine with dosages tailored to each patient. These diets usually start at 1500 calories, gradually build up to 4000 calories and then taper off to a maintenance level (Seligman, 1983). For the sake of comparison while the average body needs about 2000 calories a day, anorexics consume only 600 calories a day at most (Crips, 1982). Thus, in the hospital, the doctors completely take over control of the anorexic's body and health in order to keep her alive.

Outlook

Some anorexics will go through years of therapy while remaining severely undernourished. Nutrition must be restored as soon as possible because being underweight can cause insomnia, irritability and poor concentration, all of which can hinder psychotherapy ("Anorexia," 1984). The main difficulties in psychotherapy are the initial difficulty in obtaining the trust of the anorexic, getting the anorexic to see she has an illness, and perhaps most difficult, showing the anorexic that she is using her behaviors as a camouflage for a multitude of painful feelings and therefore, these must be relinquished if she is to fully recover (Garner and Garfinkel, 1985). All in all, the therapist also has a lot of work ahead of him.

The prognosis is better if treatment starts as early as possible because the longer the anorexic has used this mechanism, the more difficult it will be to give it up (Crisp, 1982). Unfortunately, anorexia is still one of the leading causes of death of those who suffer from psychological illnesses (Seligman, 1982). Those who die usually do so as a result of cardiac abnormalities, but sometimes commit suicide due to severe depression (Kinoy, 1984). Generally, it takes at least a year of outpatient therapy to get the patient to begin eating normally and to feel better about herself, though some improve after a few weeks or months. There is no fast cure and monetary costs are usually quite high. At Johns Hopkins Hospital, hospitalization alone for three months costs about \$35,000 ("Starving Disease," 1982). Health insurance usually covers part of the costs but treatment is almost always a great financial burden on the family (Kinoy, 1984). Nonetheless, all of the money and hard work that go into therapy are worth it if a human life can be saved.

In the final analysis, anorexia nervosa is an escape from all of the many problems a girl or young woman faces. Like alcoholism or drug abuse, anorexia provides escape for a person who has no psychological resources to rely upon. As in all of these other abuse disorders, biology may play a role in the etiology of anorexia, but more research is needed for conclusive answers (Garner and Garfinkel, 1982). Psychological factors in the anorexic, her family, and society definitely contribute greatly to

the development of anorexia nervosa and other eating disorders (Lansky 1985). Therefore treatment often focuses on these areas. Individual psychotherapy and family and group therapy are often coordinated in a multi-faceted treatment plan which lasts a couple of years (Lansky 1985). Just as the rate of eating disorders has increased so has the number of therapists, clinics and reference groups that specialize in this area (Garner and Garfinkel 1985). With all of these resources to draw from the anorexic can eventually lead a "normal" life in which she can be an independent young woman who will have better coping and social skills and be able to relinquish her dependency and her attitude of perfectionism.

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The Evaluation: Jeanne has done an excellent job of research, handled a complex medical and psychological problem fully and thoughtfully, and written with clarity and grace and authority.

Why Some Daddies Don't Do Hugs

by John Sorrentino

(English 101--Dodds)

The Assignment: Write a thesis/
support essay in the teacher's role.
Specific assignment: Write an essay
to those who still believe the old
myths of masculinity. Aim to give
them a new set of idealst What's
wrong with these myths? What new
ideals of masculinity should they
admire instead?

A few years ago I overheard two fathers talking after a little league baseball game. One was boasting--as fathers sometimes do--about his son's impressive performance on the field that day. The other listened patiently and then remarked that the boasting father must be very proud of his little boy, to which he replied: "Yeah, I'm proud of him all right, but don't tell him I said so. I wouldn't want to swell his head or anything."

During my four years as a coach I heard many similar statements, but it wasn't until I became a father that I realized the problem those types of statements revealed: the intentional withholding of praise and affection by fathers from their sonst Most of the fathers I became acquainted with were warm, affectionate men with good intentions for their children. They rearranged their schedules to allow their sons' participation in the league and they were always there to help with coaching duties. Often I'dt see one of them holding a younger child in his arms or giving a daughter a kiss and a hug. When it came to their sons, however, these same men suppressed their feelings, fearing that expressing warmth and emotion might somehow cause their sons psychological damage. In their efforts to foster healthy individualism and strong survival instincts in their sons, many fathers

actually deprive their sons of one of life's vital survival ingredients: the ability to freely express their emotions and their humanity.

When a man is granted the privilege of fatherhood he begins to unconsciously evaluate the fathering techniques of others: the first step in forming his own philosophy of fathering. When I became a father I remembered the dads whose sons I had coached in little league and I knew I didn't want my son to suffer from a lack of fatherly love. But I also knew that those baseball dads wanted the best for their sons, too, and I wondered what made them hold back.

Much of our attitude toward fathering is shaped by external forces that we may not even be aware of. Society has undergone some major changes in the past few decades. More women are working outside the home than ever before, creating a gap in the area of childcare. Society expects men to fill that gap even though we've been told for years that we're not very good at it--at least not as good as women.

Some of the intimidation that we feel regarding child care stems from the sex role stereotyping thrust upon us by the media--especially television. The typical television male is violent, seductive, and adventuresome. Masculinity is directly proportional to stoicism, inversely proportional to humanism. Males are usually portrayed as bumbling incompetents in domestic situations. They can barely survive until the lady of the house gets home.

Think about some of the shows you've seen in the past. How many can you think of that show domestically competent men? Now try to think of programs that show us as violent, ruthless, and competitive. See what I mean? The stereotyping of male domestic incompetence is not a new concept. In the 1940's film Daddy's Little Dividend, Spencer Tracy plays a grandfather who, when left on his own to babysit, actually misplaces his grandchild. New to the male incompetence support group is Roseanne. The husband on the show is shown as a blue collar, out of work, uneducated, beer guzzling slob. He can't handle the kids, he can't handle a job, and he can't handle himself. About the only thing that he does well is drink his beer. The woman of the house is a working mom who is constantly portrayed as a maternal miracle worker. Early reviews billed the show as "an enlightened version of blue collar reality."

Because of the influence of television, we men fight an unconscious battle between what we're told we should be, as portrayed by insensitive or bumbling TV

characters, and what we know in our hearts we really are--warm, sensitive humans. It's a difficult battle to win, and television isn't our only enemy.

The absence of a positive male role model in our lives is another factor that contributes to our feelings of domestic inferiority. When I was a child my father worked twelve to fourteen hours a day, six days a week. Like most of us, my father wanted a better life for me than the one he had, and that desire was his justification for spending so much time away from home. He always left for work before I woke up for school and he usually came home after I was asleep for the night. On the occasions when he did get home before my bedtime, he was usually so aggravated and tired that the least little thing would get on his nerves. My dad was caught in a trap. His intentions were good, his methods misguided. Dad, what your kids need more from you is your time. I can't remember a time when my dad held me in his arms and told me that he loved me. I can't remember a time when I saw him cooking a meal. I can't forget all the games and toys that were designed to toughen me up and get me ready for the real world: boxing gloves, body building sets, toy guns. I can't forget all the times when he told me I shouldn't cry.

Whether we know it or not, our fathering philosophy is influenced by the philosophy we inherited from our own fathers. These trans-generational effects can be either positive or negative. One dad I know thinks that tenderness in a male is a quality that can be exploited by business competitors. He doesn't want his son to suffer exploitation when he enters the business world so he intentionally does not model tenderness. His own beliefs will have a negative effect on his son, even though he has good intentions.

Before going any further, let me say I'm not suggesting we shed all of our father's influence. There are many valuable things I learned from my father. But how many of us can truthfully say we agree with everything our fathers taught us? When we consider our own fathering techniques we need to be honest with ourselves.

Sometimes our efforts to counteract an inherited influence that we consider negative can actually harm our sons even more--especially if we're misinformed. For example, because my father spent so little time at home, we're not as close as a father and son should be. I didn't want my relationship with my own father to have a negative influence on my relationship with

my son. To counteract the possibility, I made a conscious effort to build a close relationship with my son physically and emotionally. I tell him I love him every day. We kiss and hug each other often, and I don't shy away from any of his physical needs. I change his diapers, bathe him, and rock him to sleep at night. The physical aspect of our relationship is so close that at one point I began to worry about its effect predisposing him toward homosexuality. My uneasiness prompted me to do some research, which eventually put my fears to rest, but until then I found myself holding back the natural impulse for physical closeness with my son. My original intentions, making sure my son knew I loved him, resulted from my desire to counteract the absence of fatherly love in my life; my misinformation, thinking fatherly love could promote homosexuality, caused me to deny my natural fathering instincts.

With so much opposition from the media, from the influence of our own fathers, and from our own good but sometimes misinformed intentions, you'd think that becoming a more loving father is an overwhelming task. It isn't. There are ways to beat the odds.

Evaluating your present behavior is the first step toward nurturant fathering. How much time do you and your son spend together? Many of us spend time with our sons physically while mentally we're miles away. People need focused attention and children are people too. We all forget that sometimes. When my son was born I became very aware of his need for focused attention. Maintaining that awareness takes conscious effort. As time went on I found I was losing the ability or perhaps the desire to keep my attention focused on my son when we were together. Children interpret half-hearted involvement as disinterest and relate that disinterest to their own sense of self worth. While hurriedly putting my son to bed one night so I could return to some household chore, two year old Tony looked up from his crib and said "I miss you Daddy. Can you play with me tomorrow?" That's when I realized our time together wasn't having the effect I had intended. We had just finished playing together for more than an hour, yet Tony felt as though we hadn't been together at all.

Giving your son the undivided attention he needs and deserves won't always be easy simply because of the difference in your ages. Many of the things that interest him won't interest you. When that happens, try focusing on the unique qualities of your child rather than on the activity and the rest will usually

fall into place. Notice how much he enjoys being with you. Try to discover how it makes you feel to put aside some pressing obligation to spend time with your son. There are some things that can be done well even when done grudgingly, but fathering is not one of them. Spend less time doing what you think a good father would do and more time feeling what a loving father feels. Fathers naturally love their sons. Don't suppress that love, let it show. Listen to what Jed Diamond said in "I Too Create Life," from Men Freeing Men: "I found more and more often that when I'd try to do what I thought a good father should do, our interactions rarely turned out well. When I reached down from my here-and-now feelings and acted from that part of me, our interactions began to blossom."

Praising your son is another important step toward loving fatherhood. Children need praising in healthy doses. If you're not accustomed to praising your son, you may feel a little uncomfortable, so here are a few suggestions to make praising feel easier and more natural. Whenever you praise, praise specifically. Tell your son exactly what you found pleasing about something he's done. Tell him how you feel about his actions or behavior and how he's made your life a little easier. Praise mundane tasks, too--every son can't be a football star. Remember the story about the little league dad who was afraid that too much praise would go to his son's head? Well, you needn't worry. There's a big difference between praise and flattery. Flattery gratifies vanity. It can compliment only a person's physical appearance, intelligence, or wealth. Praise, however, is based on a person's character or deeds. Praising your son's character or deeds is a good way to strengthen your relationship with him while building his sense of self worth.

Another step toward nurturant fathering is to allow your son to see you performing traditionally female roles. Don't just carve the turkey on Thanksgiving; try cooking it one year. Maybe you could tackle baking a cake together, or possibly iron a patch over the hole in his blue jeans. You might discover some hidden talents of your own, you'll be taking a positive step toward breaking down sex-role stereotyping, and you'll probably make your wife happy too.

Once you begin spending more focused time with your son and praising little things that he's done, you'll find it much easier to express your feelings

physically as well as verbally. After a while some men enjoy their new relationships with their sons so much that they begin to make adjustments in their schedules to allow more time for fathering. In "One Half Day Off a Week" from The Fathers Book, Gerald M. Tuckman describes the results of changes he made in his work schedule to allow him more time to be with his son: "The times we've [my child and I] spent together have bonded us in special ways. We get into our share of struggles, but our joys come frequently and provide us with a great deal of pleasure."

One of the greatest rewards of nurturant fathering is knowing that you're making a positive contribution to the formulation of your son's values and standards. When the time comes for him to form his own philosophies on fathering, he'll be one step ahead because you took the time to be a good model.

As fathers we need to decide what ideals we want to give our sons. Do we allow the traditional values of masculinity to inhibit free expression of fatherly love, or do we challenge or even abandon tradition in favor of our sons' welfare? If you need help finding the answer to that question, I hope the wisdom of this poem will help you. Listen to what L. Wyse writes regarding real manhood in "One Two Make a Muscle" from I'm Glad You're My Son.

You have grown up
When you know
It is more important
To prove your humanity
Than your maleness

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The Evaluation: John Sorrentino offers detailed and thorough support for his thesis--the indispensable ingredient for successful explanatory writing. And he writes in a voice that makes me want to listen to this explanation. It is warm but authoritative, filled with the wisdom of direct observation and experience.

THE UNITED STATES AND JAPAN

by Emiko Uno

(Organizational Skills for Writing
English as a Second Language--Sloat)

The Assignment: Write a brief essay describing some of the similarities and differences between your country and the United States; focus only on those which you have personally noticed.

Today, Japan is closely related with the U.S. as you know. Since World War II, many Japanese industries have tried to catch up with the U.S. Also, many Japanese people have taken American life styles into their lives, such as clothing, food, home appliances, etc. So there are some similarities between the United States and Japan; however there are still several very important differences.

Like Americans, almost all Japanese people usually wear western clothes instead of kimono. A long time ago, they always wore kimonos. It was rare to see people who wore western clothes at that time. Another similarity is that both countries have four beautiful seasons, except particular areas in the United States. My favorite season in Japan is spring, when cherry blossoms bloom. When I see them every year, I feel that winter is over. I couldn't see them this year because I was living in the United States; however, I could feel that winter was over. Why? When spring came, new leaves sprouted up everywhere. Also, tulips began to bloom beautifully. After that, color changed from dark to bright all over the place.

On the other hand, there are several great differences between the United States and Japan. First, America contrasts with Japan in regard to country size. When I came to the United States last year, I thought how wide it was here at first. For example, there were wide roads, large houses, and wide backyards. These things must be common for Americans, but not for me. Japan is as large as California, so Japanese people can't get large houses and wide backyards easily.

Second, when they pay for something, Americans

use cash, credit cards, and personal checks; on the other hand, Japanese use only cash or credit cards. It isn't common to use personal checks individually in Japan. Companies and stores usually use them. Since I came to the United States, I have always been using checks. It is very convenient. We can use them to pay any kind of bills. In Japan people use cash to pay bills by themselves, or banks pay their bills from their accounts instead of them. This way is also convenient, but I prefer the American way to the Japanese one.

Finally, Americans are more friendly than Japanese. There are many races in the United States, so Americans don't hesitate to make friends with foreign people. On the other hand, there are only Japanese in Japan, so they aren't accustomed to making friends with strangers. In addition, when we move to a new house, American and Japanese customs are very different. In America, neighbors come to a newcomer's house to bring cakes or cookies for welcome; however, newcomers just say "hello" to their neighbors with a little present in Japan. These ways are very interesting for me. I think Americans' actions are influenced by Christianity. Almost all people are Christian in America. The center of Jesus Christ's teaching is love, so they behave positively. Of course, Japanese have religions, too; however, they are only ceremonial religions and they don't influence people well. I can't say whether it is good or not.

In conclusion, there are many differences between the United States and Japan, so people still might be misunderstanding each other. I was able to discover this because I was able to live in the United States just for a while. We will have to understand each other more, and I would like to help as much as possible, even though it might be only a little bit.

The Evaluation: Ms. Uno displayed a genuine effort to communicate some interesting personal experiences and opinions. The content was well-developed, and both syntax and organization of ideas were excellent for this level of ESL.

Fighting Terrorism: Are we on the Right Path?

by Rabea Zayed

(English 201--Dodds)

The Assignment: Write a persuasive essay to a specific audience. Aim to change your readers' opinions, behavior, or both. Your persuasion should employ argument, emotional appeal, and the appeal of your person (the personality you project through your writing)

Imagine a country that provides military, financial and moral support to an organization that has been accused by Amnesty International, America's Watch, the International Human Rights Law Group and various church sponsored human rights organizations of grotesque human rights abuses. Imagine this same country has a double standard which ignores the terrorism committed by its allies while it denounces the terrorism committed by its opponents. Its government cries about "terrorism"--about how "barbaric" it is, and how the "civilized nations of the world" no longer can tolerate such foul behavior. Yet, its government's definition of terrorism has different standards, one for political and ideological opponents, another for allies.

Wouldn't this imaginary country be hypocritical? You bet! Would this country have any moral capital to ask for our support in the fight against terrorism--or as it defines terrorism? No! Yet, the imaginary country does exist--it is our country. The organization supported by our country does exist--the Contras--the Nicaraguan rebel forces. A double standard does exist, terrorism by allies, such as the Contras and Israel, are judged by more elastic standards than the stateless terrorism of some Palestinians.

Such an anti-terrorist policy directed only against political and ideological opponents not only

eliminates the impartiality that is the essence of law and justice but also damages the credibility of the U.S. How can we expect any support from the world's communities in the fight against terrorism when we ourselves support terrorists?

The March 1985 report, Violations of the Laws of War by Both Sides in Nicaragua, by the human rights organization the American's Watch states: "Contra forces have systematically violated the applicable laws of war throughout the conflict. They have attacked civilians indiscriminately; and they have tortured and mutilated prisoners; they have taken hostages; and they have committed outrages against personal dignity."

Similar findings were obtained by Reed Brody, former Assistant Attorney General of the State of New York. Reed Brody's report Contra Terror in Nicaragua: Report Finding Mission, September January 1985, was independently verified in a joint investigation by the Washington Office on Latin America, a private church supported, human rights organization, and by the International Human Rights Law Group. A number of incidents chosen at random from Brody's report were corroborated by the New York Times and by CBS News. Brody's report states that Contra activities often include attacks on purely civilian targets result in the killings of unarmed men, women, children, and the elderly; premeditated acts of brutality including rape, beatings, mutilation and torture; and individual and mass kidnappings of civilians.

Although the claims accusing the Contras of numerous atrocities are substantiated by hundreds of witnesses in unimpeached reports, the Reagan Administration routinely dismisses the charges by insisting that they are a Sandinista sponsored propaganda campaign aimed at deceiving the American public. President Reagan not only defends the Contras but also praises them as "freedom fighters," "our brothers" and "the moral equal of our founding fathers."

In addition to moral support, the Administration has provided the Contras \$70 million in financial and military aid since 1982. Presently, President Reagan is requesting from Congress approval for \$100 million in aid for the Contras. This aid is to be spread out over the next 18 months. Additional military aid has been provided to the Contras by the CIA which has helped train and equip the Contras based in Honduras.

The CIA has also prepared (Psychological Operations in Guerilla Warfare) a detailed manual of terrorist techniques for the Contras. The manual instructs the Contras on "Selective Use of Violence for Propagandistic Effects" and on "Implicit and Explicit Terror." Instead of being shocked and outraged by the CIA manual, President Reagan sought to dismiss the resulting furor caused by the publication of the manual as "much ado about nothing."

Another example of the Administration's double standard in dealing with terrorism is in the Middle East. The Reagan Administration has consistently either ignored or supported Israeli terrorism in the Middle East while at the same time condemning Arab terrorism.

Firstly, the U.S. gave tacit approval; not to mention substantial military support, to Israel during the 1982 invasion of Lebanon, which according to International Red Cross estimates, left 40,000 people killed or wounded and 700,000 people homeless. Former President Jimmy Carter wrote in his book The Blood of Abraham, "As a private citizen I was deeply troubled when Israel invaded Lebanon in June, and I immediately expressed my concern to some Israeli leaders who had participated in the Camp David negotiations that the attack was a violation of the accords. Back came a disturbing reply from Jerusalem: "We have a green light from Washington."

Secondly, the U.S. did not condemn Israel for Israel's indirect involvement in the massacre of hundreds of Palestinians in the refugee camps of Sabra and Chatilla in 1982. The Israeli army had total control of the areas surrounding the camps and had allowed their allies, the Christian Phalangists, to enter the camps. The Phalangists were allowed to enter the camps a few days after their leader, Bashir Gemayel, was killed by a bomb explosion. The Phalangists accused the Palestinians of planting the bomb. Knowing the enmity that existed between the Phalangists and the Palestinians, only the most naive and ignorant of Middle East observers--of which Israel is neither--could not have foreseen the horrible consequences of allowing the Phalangists to enter the Palestinian refugee camps.

Thirdly, the Administration has consistently supported Israel's retaliatory and preemptive strikes against "terrorist" targets in Lebanon and wherever "terrorists" may be. As of this writing, there have been three Israeli air raids against Palestinian "terrorist" targets in Lebanon this year. These

"terrorist" targets that the Israelis refer to are Palestinian refugee camps. The casualties in the three Israeli raids have amounted to at least twenty dead and over sixty wounded. The Israeli justification for the latest raid was provided by Israeli defense Minister Yitzhak Rabin who said, "This raid reflects our policy of hitting terrorists wherever and whenever we can."

On September 25, 1985, three Israelis were murdered in Lanarca, Cyprus. Israel charged that the PLO had killed innocent civilians. Some Arabs replied that the Israelis were secret agents. The PLO said that whatever the three were, it did not kill them. Moreover, an anti-PLO Palestinian splinter group claimed responsibility for the killings. Nonetheless, on October 1, 1985, Israel retaliated by bombing PLO headquarters near Tunis, Tunisia, killing seventy-two Palestinians and Tunisians. President Reagan responded to the Israeli raid by stating that the raid was a "legitimate response" to terrorism.

Were all the people killed in the Israeli raids on Lebanon and Tunisia terrorists or could some of them have been innocent civilians? Milton Viorst, former Undersecretary of State in the Carter Administration, wrote in response to Reagan's statement, "It appears that the President reached his conclusion without hearing evidence on either side. He accepted the Israeli justification and decided the Arabs were lying. But suppose it was the other way around? Israel would not be the first sovereign state that has lied to cover itself. If terrorism is defined as the use of indiscriminate violence against civilians for an overriding political purpose, who is the terrorist? Or don't Arabs ever count as innocent civilians? ("Victim")"

Those Palestinians who killed civilian travelers in the airports at Rome and Vienna are no more defensible than are Israeli air force officers who bombed Palestinian refugee camps, or Israeli troops that destroyed entire Lebanese villages in a "Scorched Earth" policy or Nicaraguan Contras who attacked civilian targets. The results are the same, the killing and maiming of unarmed men, women and children for overriding political reasons.

Terrorism is rarely defined by those who denounce it for the simple reason that any serious definition and condemnation of terrorism would have to conclude

that American and Israeli foreign policymakers use terrorism as often as the badly splintered Palestinian national movement. Clarence Page, Chicago Tribune columnist, states in a May 7, 1986 editorial, "If the West is to join forces, as it must, against terrorism, it must have a definition that covers with some degree of consistency the very different situations in South Africa, Northern Ireland, Afghanistan, Nicaragua, Angola, with the Palestinians, in the Basque region of Spain and countless other scenes of political violence." Page further states, "Ultimately, we will have to find a way to deal with the 'terroristst we like as well as the 'freedom fighterst we do not like.t"

Terrorism is a complex problem that has no easy solutions. Yet, the Reagan Administration is seeking simple solutionst Not only does the Reagan Administration have an anti-terrorist with a double standard, it has a policy based on bluster and retaliation which deals with the symptoms rather than the causes of terrorism. Maybe there is no solution that could eradicate terrorism but unless we start dealing with terrorism in an even-handed way our anti-terrorist policy will remain ineffectivet

By using one set of standards to deal with terrorism, the underlying issues that are the root causes of terrorism will not be ignored or dismissed as readily and as easily as they currently are.

For example, the Reagan Administration seems unable to learn that the politics of the Palestinian issue are what terrorism in the Middle East is all about. Instead, the Reagan Administration has conveniently blamed Libya's Colonel Muammar el-Qaddafi for sponsoring and supporting all acts of terrorism in the Middle East and Europe. As Alexander Cockburn argues in his article "Superfiend," in the April 26, 1986 issue of the The Nation, "The Administration has magnified Qaddafi, a diminutive figure on the world stage, into a master terrorist and superfiend, a monster whose end has to be achieved by any meanst"

Does the Reagan Administration really believe that by removing Qaddafi terrorism will diminish? Does the Reagan Administration believe a military, or any other, solution to terrorism is possible without addressing the underlying issues that are the root causes of terrorism? Military responses to terrorism should be used only in extreme circumstances and only after all political, diplomatic and economic means have been exhausted. To use military options as the standard response to terrorism is useless. Israel'st

policy of retaliation and preemptive strikes has been ineffective and has only led to an escalation of the vicious cycle of violence that exists in the Middle East. Otherwise, why are the Israelis, after adhering to this policy for over thirty years, still "retaliating" and launching "preemptive" strikes? Why with Israel's superior firepower have they been unable to stop the attacks against them? If terrorism could be isolated and eradicated by surgical strikes or a concerted military campaign why was world opinion overwhelmingly against the U.S. after our air strike against Libya?

The Reagan Administration's response to Middle East terrorism is a simplistic approach which ignores one of the root causes of terrorism in the Middle East--the lack of a just solution to the Palestinian problem. An effective anti-terrorist policy should contain provisions to actively combat terrorism not only by using economic, political and military means but also by addressing the underlying issues that are the root causes of terrorism. With an anti-terrorist policy that has only one set of standards the U.S. is more likely to address rather than ignore the Palestinian problem. Fact and reason won't be casually thrown out the window in favor of fear, prejudice and jingoism.

Finally, by using one set of standards in judging and responding to terrorism, whether the terrorism is committed by friend or foe, the U.S. will have a consistent anti-terrorist policy. This consistency is essential in enlisting the support and cooperation of the world communities.

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The Evaluation: Rabea Zayed's argument is logically developed, coherently organized, and thoroughly supported.t He makes his case persuasive by the feeling with which he writes, a feeling conveyed in his closing paragraphs by the rhythm of his sentences and the alliteration of his wordst

What Makes Writing Good?

The Anthology Judges Give Their Standards

Rex Burwell

I look for clear, precise, economical prose that develops important topics in logical and artistic ways. For me, writing is good which "understands" the reader and seeks to serve, report to, affect, and persuade him. If that writing also suggests the mystery, complexity, and contradiction of humankind, it approaches Art.

Jack Dodds

Whenever I read I look for details, details; details appropriate to the writer's purpose or the occasion: descriptive details, fresh facts or figures, supporting instances, insightful observation or explanation. Good writing is dense with information. Good writing is also alive with voices: the writer's voice (persona); dialogue, quotation, and allusion. Good writing always talks to me.

Barbara Njus

In an authentic VOICE, using effective and figurative language, to an established purpose and audience, from a clearly organized THESIS; GOOD WRITERS DEVELOP IDEAS in a coherent, concise, unified essay using SPECIFIC evidence from readings and from personal experience to analyze opposing positions about topics having STRONG SIGNIFICANCE for that writer, that may involve the writer in taking RISKS and that the writer will resolve and evaluate from a CONSISTENT point of view.

Peter Sherer

Writing that focuses and boldly goes where it promises to go alerts and engages me. I like writing that is intelligent, consistent in its logic, and concrete in its detail. I like examples and I want to hear an honest voice which speaks to me in sentences which are fresh, crafted, varied, economical, and musical.

Joseph Sternberg

I like writing that lets me touch the writer--the real writer or the created persona. I want to feel a person--a person through his words. I like writing that fills me with details; I'm a glutton for them. And I like writing whose sentences make my tongue and throat and lips move: strong, powerful sentences, graceful, shapely sentences.

Gilbert Tierney

A good student essay has a clear focus: clear, effective organization; concrete; specific development; correct, clear language; and a writer who is involved in the paper.

A superior essay goes beyond these and has an authentic voice; an effective title, lead, and end; telling facts and details; and graceful, fresh language; it has a power that comes from the writer taking risks, tackling significant topics, and seeing oppositions and tensions and resolving them.



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