EXCHANGES
a bi-college community forum
8 October 1989
WHY ARE WE HERE?

Honesty is the one thing I am looking for when talking about the Sexes. For I think we should compare what men are REALLY want and crave from each other:

MIND: Intellect, imagination, sense, good looks, friendliness, thoughtfulness, kindness, charm, integrity and trust.

It MINDS what men WANT:
Intelligence, creativity, sense, good looks, friendliness, thoughtfulness, kindness, charm, integrity and trust.

It WOMEN WANT:

Men:
- To be with or have you given me a seven-foot ear. Of course, being an 80's-type man you are killing off one column to solve the Complex Guy's Problem. It might have been more entertaining than other forms of Bi-College activity. Happy Hunting!

Women:
- To be with or have you given me a seven-foot ear. Of course, being an 80's-type woman you are killing off one column to solve the Complex Guy's Problem. It might have been more entertaining than other forms of Bi-College activity. Happy Hunting!

ber6, 1989

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Photo by Kathie Collado /File Photo
Drug War: National Defense Priority

by Leslie Power

News Editor

"Drugs have strained our faith in our system of justice. Our courts or prisons, our legal system are stretched to the breaking point. The social costs of drugs are mounting. In short, drugs are sapping our strength as a nation."

So said President Bush on September 5, launching the latest so-called "War on Drugs." With this speech, outlining his strategy to combat drug use in the United States and perhaps more noted for the fact that it was his first Prime-Time speech from the Oval Office, President Bush stated the facts: that "drugs are sapping our strength as a nation" so much that we may no longer have the strength to fight back.

The title of the proposed plan, "The National Drug Control Strategy," accentuates this national weakness. With the "strategy," the Bush administration plans to control drug use, not eliminate it completely.

Though many argue that the plan "exists as a careful first step, actually it is not a first step at all: a "War on Drugs" was first conceived during the Kennedy Administration, and has been waged in an almost standardized way since Richard Nixon was in office.

As Richard L. Burk wrote in The New York Times, (6 September 1989) "Roughly 70 percent of the Bush plan is for enforcement to contain the drug supply and enforcement laws against illegal drugs; the rest is for treatment and prevention. That ratio has been much the same since the Presidency of Richard Nixon."

Bush's plan does not deviate much from the ways of his predecessor Ronald Reagan, who chose simplistic slogans to fight. The most significant part of the Bush strategy is that he calls for more money and less serious about combating a problem that has the possibility of marring his presidency as much as the hostage crisis marrs that of Carter's.

There are many who argue that although Bush demands money, and will probably get all of what he is asking, it is still not enough. Delaware called the plan "not tough enough, bold enough or imaginative enough to meet the crisis at hand."

It is thought the almost $8 billion dollar plan is a tremendous $2.2 billion increase over the previous year's drug expenditure, and would still leave the money to be spread thin. Bush calls for $3.1 billion in law enforcement for all 50 states, yet New York City alone spent more than half a billion to fight drugs last year.

A segment of the strategy that the President stressed greatly in his speech was that drug dealers be "Caught. Prosecuted. Punished." The money he intends to spend on increasing prison space for every state is $300 million less that the state of California spent on prisons in one year. The way in which the United States Government currently spends money does not allow for much more to be spent to fight drugs.

President Bush's speech appealed to the golden hearts of those who never directly experience the drug war. "Turn on the evening news," he said, "or pick up the morning paper and you'll see what some Americans know just by stepping out their front door: Our most serious problem today is cocaine."

Bush addressed his speech to those who see the drug war from a detached and unaffected standpoint. He did not speak to those who live in the neighborhoods cited in the speech as places where "children don't flinch at the sound of gunfire." He held up a bag of crack purchased by Drug Enforcement Agents in the park across the street from the White House. The man selling the drug did not even know where the White House was, just across the road.

Bush does not speak the language of those who live in the midst of the drug war; although some may live just down the block, they might as well be in a different land.

Bush speaks to those who vote; his plan appeals to those who vote because it talks of things on the surface, of band-aid ways of healing. His methods appeal to those who vote because it will remove the problem even further from their lives. The urban poor are those who live the drug war every day, and their problems cannot be addressed in the small patch of area such as along the street. But Bush's middle class cannot escape the drug war for long, because his plan will not heal the cut that drugs have inflicted on our nation, because an infection is forming and it is "sapping our strength" more than he seems to realize.

Bush knows that lives are lost and children are lost, families are lost to drugs. This should be no gentle battle: the Bush administration can point to a situation that will make him claim it will remove the problem even further from their lives. The urban poor are those who live the drug war every day, and their problems cannot be addressed in the small patch of area such as along the street. But Bush's middle class cannot escape the drug war for long, because his plan will not heal the cut that drugs have inflicted on our nation, because an infection is forming and it is "sapping our strength" more than he seems to realize.

Bush's War plan not addressing issues

by Sabrina Passtor

Staff Writer

A mere three weeks ago, President George Bush proposed a controversial and economically questionable $7.8 billion war on drug abuse in the United States. The plan, formulated by William Bennett, Bush's national director of drug-control policy, has direct linkage to campuses across the nation with regards to each institution's drug and alcohol prevention programs. More specifically, the administration will require the implementation of such programs as a prerequisite for continued federal funding.

Peer Education, a program developed one-and-a-half years ago and located in Fremd Hall, is Blynn Mawr's solution to the White House's "test tube" against substance abuse. Supported by a grant known as PEPSE (Fund for the Improvement of Post-Secondary School Education), Peer Education was developed to make students aware of the detrimental effects of addiction and abuse, according to Lucy Darlington, Director of the Drug and Alcohol Awareness Program.

While Blynn Mawr's program is already in place, other areas of the country may not be so fortunate. Without similar programs, the benefits from the increased funding could be minimal, said Darlington.

The root of the drug and alcohol abuse problem is an economic one, and is a social one as well. The solution is political and social issues, as well as personal ones.

However, Darlington does not foresee Bush's plan as being comprehensive enough or aiming at the right targets: "This [program] is merely another placebo; the administration is throwing money at the problems as opposed to getting to the root of it, [which is] the lack of family support structure. Poverty is a main issue encouraging drug abuse; if adequate day-care centers were provided, as well as nurturing and training in job skills to permit single mothers today to remain employed and meet those skills, children would grow up in less abusive homes and perhaps not turn toward rampant drug abuse as an outlet of escape."

The plan currently being proposed by the president does not seem to focus on alleviating this problem, adds Darlington, nor does it aim at providing more viable sources of help, such as rehabilitation centers, largely accessible in part only to citizens covered by insurance, due to astronomical fees and limited availability of specialized services.

The success of the plan remains to be seen, she said.
Bush has not changed the rules

by Mahania Kienne
Haverford '93

The most important national issue for the last two months seems to have been the drug problem, and well that it should be. It is one of the most dangerous problems which face our society, and especially our justice and drug enforcement agencies. So quite naturally, President Bush addressed the nation about the drug problem, and more importantly, about the stance our government would take. "The rules," stated the President, "have changed." This was a capitalist world, the first step was obvious: more money. President Bush announced that eight billion dollars were going to be invested in the "war against drugs." This proposal is original in two ways: not only because it is the largest budget ever granted to such an issue, but also because it is quite unrealistic. No more, and it will be impossible to stop the production of cocaine. It is an ineffective policy.  

Local Resources for War Against Drugs:

Representatives:
President Bush via White House Office
1600 Pennsylvania Avenue
Washington, D.C. 20500

Individual state representatives are listed and profiled in Politics in America, the 10th Congress.

In Philadelphia: Coordinating office for drug and alcohol abuse programs can be reached at 992-5541.

On campus: Health Services Alcohol and Substance Abuse Program, 896-1089. Mary Lou Allen, 896-1089.

Compiled by Cara Duke

...especially indirect, an action might have.

But why did it come so late? How come it conveys the impression that George Bush is following the people's wishes, but only after it would have been dangerous for his image not to do so? And why is the drug problem presented as new? It is old, very old, and Bush is just rephrasing past propositions, finding the subtext of the political decision.

But if there still is a drug problem today, adopting a tactic based on past strategies, a little more elaborate and expensive, will only be losing a gazette pad on an injury necessitating major surgery, and then praying. For the time being, the rules have not changed.

Bush plan noble but economically shaky

by Rob Wingate
Haverford '91

This being the second edition of the Bi-College Community Exchange of Values action (or something like that), the ever-beautiful expression (our cherished editor) ambled over to see me (a mere fiscal year on waging a "war" against drugs, for only $715 million more than the budget By the way, if you've experimented with coca, the "drug war" would only allot $7.9 billion in the upcoming Bush's original policy asked Congress an additional $7.9 billion.

This new Bush plan, however, does not forego comprehensively the right targets: merely another placebo spending money used to get to the bottom of lack of family is a main issue and, if adequate day-to-day job skills to per­mit to repay em­loyment, children would become and perhaps drug abuse as an addiction that is being proposed to seem to focus on it, adds Darlington, acknowledging a= hildhood reh­abilitation in part only to enlarge, due to un­敳ed availability of the plan becomes as the plan remains to be

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Haverford deans set goals for students

The goals of the deans at Haverford revolve around developing the personal characteristics a student will need to be successful in life after college. Each of the five deans said that their foremost challenge was to instill students with the confidence necessary to tackle difficult problems in the world. Dean Randy Milden said she frames this challenge as trying to encourage students "to hold on to a certain hopefulness and idealism while they develop the callouses needed to fight the hard battles in the 'real world.'"

The second question dealt with post-collegiate goals. Haverfordians, again with the exception of first-year students, are looking for a rewarding job. The class of '93 is already looking forward to graduate school. At BMC, "financially secure" was the priority for most, although some of the write-ins mentioned helping other people, being able to "think" for a living, and working for change. First year student wrote that she couldn't "plan that far in the future.

Question 3 asked about the most important quality of their college. Many students were provided by the class of 1993, for question 2. At BMC, Haverford's, and to some extent Haverford's, only write-ins were provided by the class of 1993, for question 2.

In response to question 1, only the HC class of '93 swerved from this trend to choose learning as their top priority. They chose as their top priority sports and extracurricular activities. Some BMC write-ins included the ideals of personal growth, expanding possibilities and "making the most out of life." The second question dealt with post-collegiate goals. Haverfordians, again with the exception of first-year students, are looking for a rewarding job. The class of '93 is already looking forward to graduate school.

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Question 3 asked about the most important quality of the college. Many students favored ethical integrity, but many write-ins suggested a blend of all the answers. Others praised "creating the student as an individual," the "school identity (traditions, Honor Code, SOA)," the emphasis on women, and challenging old values and beliefs. Fords were more impressed by the quality of teaching. Once again, the HC freshmen asserted their individuality by praising the social life.

A couple of students pointed out that "you can have both a financially secure and a rewarding job. The main differences seemed to be between the colleges rather than between classes. Haverford's class of 93 showed either a lively sense of humor or strong individuality, depending on how seriously they responded to the poll. Bryn Mawr students are often accused of apathy, yet they responded in more volume than did Fords. They, too, thought that their foremost challenge was learning.

In trying to help students meet their personal goals, the deans said that they draw on their engagement.

Student empowerment: BMC's top goal
by Anne Tweedy

According to the deans at Bryn Mawr College, the primary goal of that institution is to empower and develop a sense of confidence in women to enable them to reach their maximum potential.

Dean Karen Tidmarsh, Acting Dean of the Undergraduate College, focuses on helping students get the most out of Bryn Mawr, academically and personally.

She sees the advising session as a form of teaching, teaching students to use the institution.

Bryn Mawr is an institution that has much to offer, she said. According to Tidmarsh, it is a "place where ideas are valued and where both students and faculty enjoy learning and taking themselves seriously.

Bryn Mawr, she added, provides a rare community of students of common interest and exceptional supportiveness; the diversity of individuals allows students to learn from each other.

Dean Jo Ellen Parker noted that one of Bryn Mawr's greatest strengths are the extremely high expectations students set for themselves, when taken to the extreme, can also become a weakness.

At Bryn Mawr, she said, "Sometimes we may falter in the way that perfectionists fall short;" we are likely to become impatient with ourselves when things do not go our way.

Tidmarsh said that Bryn Mawr tries to give its students the ability to approach problems objectively and, in effect, teaches them to think for themselves. She said that although this ability is taught in an academic context, that what is important is what lies beyond the usual knowledge and is carried into real life.

According to Dean Parker, Bryn Mawr gives women strength to define themselves in spite of society's pressure to conform. The fact that faculty and Administrations pay attention to students' views, as well as the student-run organizations such as S.G.A., and the newspapers, give students the strength to take the initiative.
Engagement in Studies Encouraged

by Eric Pelofsky
Staff Writer

To new students, the name Paul Dillion may not suddenly conjure up a lot — particularly with so many faces at Haverford. To some, he is best known as the professor pictured on the front of the course catalog. Yet, in person, he is the name of the history department at Haverford College.

However, in the academic context, perhaps more than any other, Dillion possesses more energy than the catalog of student attitudes towards learning that he has to do with his continued distaste of what passes for knowledge. He sees himself as "mediating what I know to my students," he said. The opportunity to work at a college where "learning is the essence of what we do," brought him to Haverford.

According to Vermey, Bryn Mawr has made similar efforts by inviting students of color towards college early, while they are in eighth or ninth grade. According to Vermey, Bryn Mawr has made similar efforts by inviting students of color towards college early, while they are in eighth or ninth grade.

The quality of life is one of the things that students find the right college, as Vermey explained, "helping students find the right college," is more important to her than "selling Haverford." Perhaps a more specific goal of both directors is the assurance of diversity within the student bodies of their respective colleges.

According to Phillips, in terms of the variety of students' academic interests, Haverford's student body can only be as diverse as the school's course offerings. However, diversity is sought in other ways. Phillips described the admissions office's search for students of color as a "constant challenge." Both directors said they put considerable effort into engagement in studies as a facilitator of Haverford's educational process.
Clarity of expression will affect a person’s ability to do anything, said Susan Dean, an English professor. Bush’s plan is closely related to the drug war, she said. “As with his children, he goes to Yankee Stadium (and by all means you should), watch how the security guards carefully catch every fan who throws a paper airplane on the field — and ignore the legions of fans smoking pot. Perhaps Bennett’s the one smoking something illegal,” Bush’s primary weapon in the war, and therefore will infringe on personal rights. The ACLU and company need to act in this matter now, not later. It’s been inadequately funded, but that does not mean it is not needed. The rest of the sentence is cut off in the text.
Community Essay

Death Penalty, Age Minimum: Double Standard

by Jenna Ernakovich

For years, capital punishment has been a subject of controversy. The morality of the death penalty, as well as its effectiveness as a deterrent to murder, are debated endlessly. Of course, the issue of the execution of persons under the age of 18 years is one that has specifically intrigued debate. In three cases on two occasions since 1987, the United States Supreme Court has addressed the issue of the execution of persons under the age of 18 years. In those cases, the Court has created a troubling double standard in our justice system.

In Thompson v. Oklahoma, one of the three cases in which the Supreme Court overturned the sentence of death imposed on an individual who was 15 years of age at the time when he committed his crime, the plurality held that the Constitution prohibited, under the Cruel and Unusual Punishment Clause, the execution of an individual who was below the age of 16 years at the time of his or her crime.

However, on June 26, 1989, in the companion cases of Wilkins v. Missouri and Stanford v. Kentucky, the Supreme Court upheld the sentences of capital punishment imposed on two individuals who were 16 and 17, respectively, at the time they committed their murders.

These two decisions suggest that a constitutional minimum age for the imposition of the death penalty is 16 years. Considering the existing system, the establishing of such a minimum age is unnecessary. Provisions do exist in most states to protect a juvenile offender, one who is under the age of 18 years at the time of the criminal act, from "cruel and unusual punishment." For example, in Pennsylvania, any person who commits a murder, regardless of age, is charged as an adult. However, if a juvenile offender's amenability to treatment in the juvenile system is proved, their case may be moved out of the adult system to a juvenile court. In this way, the civil rights of the juvenile offender are protected.

Similarly, in other states, such as Kentucky and Missouri, a juvenile who has committed murder may be transferred from the juvenile system, where he or she is initially placed, to an adult court, if certain circumstances are met. Again, this assures that the juvenile offender is granted due process.

These procedures certainly allow that a juvenile criminal may, from the outset, be treated differently from an adult offender. Thus, in the event that there is no set minimum age for capital punishment, when a murder is committed when the age of 18 has been certified to be attained as an adult in the adult system, he or she is merely subject to the same standards; that juvenile offender would not receive different treatment than a murderer who is over 18 years of age.

The recent Supreme Court decisions have implications of whether the age of 16 years over which the imposition of the death penalty sentence is not a "cruel and unusual punishment." They also suggest that it is, indeed, unconstitutional to sentence an offender under the age of 16 years to death, even if that offender had been found competent to stand trial as an adult. It is here that a great inconsistency in our criminal justice system lies.

A murder is a heinous crime for which a serious punishment is required. One must wonder if an act, such as the premeditated taking of a human life, is any less brutal because it was committed by a person under 18 years of age? Our justice system does provide that a juvenile murderer will receive different treatment than an adult within the initial process of the justice system. If it is found that an individual under the age of 18 years possessed the mental and social faculties of an adult at the time of his or her offense, it is unnecessary to grant that individual additional leniency. Unfortunately, that is exactly what members of the United States Supreme Court have decided: "constitutional."
Money Ethic Shapes Student Goals at Penn

by Brian Cronin
Senior staff writer

A generation whose values were dictated by the Age of Reagan, corrupted by greed, materialism, cut-throat capitalism, Young people socially and politically aperceptive, according to the affections from those over-rationalized relics from the 60's. A deteriorating system of education, with empty promises of reform from a new leader, the self-proclaimed "Education President." The haunting deficit, poverty, widespread homelessness, and the drug epidemic, lurk over the heads of this new generation. An age of changing attitudes, expectations, and goals leaves the high school graduate with some difficult choices. Choosing to pursue higher education is only the first step. Students and educators at the college level must constantly revaluate their goals, and their purposes.

In trying to attain a different perspective from a large, prestigious institution, the News contacted Peggy Curchack, Assistant Director of the College of the Arts and Sciences Career Planning and Placement Service at PENN, about the various trends of preprofessionalism in college today; the goals both students and educators alike strive to achieve, and finally, "Life after college."

While declining, for obvious reasons, to act as PENN's spokesperson on the school's philosophy, Curchack gave what she felt was the responsibility of the University to its students. She believes that the role of the university is to provide the student with an understanding of different cultures and peoples, an understanding of human behavior, and a knowledge of the natural order of the universe. On an even grander scale, she stated, "We [higher education] are trying to create a responsible populace." When posed with the question of whether a university is obligated to prepare students for a chosen profession, or for a competitive job market, Ms. Curchack responded, "We do not see ourselves as a trade school, although we always have to remind our students of that."

Whether higher education is fulfilling these ideals, or whether students are pursuing them as another story, yet Curchack was forced to admit that there are a significant number of students in college today who are strictly driven by occupational goals and the desire to make money. She attributes this, in small part, to the burden of debt that many students acquire, as tuition and costs at many institutions rapidly approach $20,000 a year. According to Curchack, a changing economy has forced "the nature of funding to decrease." But, the problem of emphasis on preprofessionalism at the undergraduate level (if it is, in fact, a problem) runs deeper than simply the dearth of government subsidies.

Curchack also cites a changing of expectations for our generation as part of the problem. "Doing better than one's parents is a reasonable expectation today," she believes that many students feel compelled to "generate a standard of living at least equal to their parents." In addition, Curchack noted that for reasons unknown, many students are genuinely fearing the process called "growing up" and "getting out into the real world." These fears combined with the pressure to succeed and live at least as comfortably as your parents, has produced an ethic based on money and achievement, and the distorting of education's aims. Outcome and occupation, rather than the value of an education in itself, has become the motivating force behind many students.

What effect does this have on life after college? According to Curchack, our worries about a cut-throat job market are unwarranted. There are fewer of you out there. Ultimately, in the next ten years, the change in demographics of students will have an effect on the upper exhalate (of those entering the job market). Fewer college students, with recruiting remaining stable, means that the jobs will be there (although, not in every case, for the choosing).

So where did all this vicious, bloodsucking, competition get the class of 1988? For PENN students, graduating from the College of Arts and Sciences, 51% of those students took jobs directly after graduation, while only 33% continued their education by directly proceeding to graduate school. "There has been a shift towards going to work prior to graduate school," says Curchack. Of those that did go on to graduate school, the statistics are overwhelmingly preprofessional. The percentage of those that attended law school was 17%, while 26% matriculated at medical school. For those that went straight from graduation to work, the most popular field chosen was that of research or administration in a higher education setting. Trailering behind, were retailing occupations, followed in order by commercial banking, and legal services. Curchack also noted that a fair number of students pursue teaching as a career. And finally, Curchack emphasized a statistic that is so often overlooked; that of the number of students who enter a non-profit or public 20%. "There are Quakerly souls out there at Penn."

From this information, it's very difficult to pinpoint trends in this generation of students. Is there more competition than the financial that come with a diploma certainly, says the Center Foundation, Allan Bloom, educators themselves. But at the same time, often, the parents are paying the $80,000 that their money is "access to status, and it should be getting some form for that (status of a prestigious institution)," comments Curchack. Perhaps even more so, at PENN, a name recognized in the most circles. Is this not achievement and financial result of a vicious reflection of a political on a larger scale? The idea is that students today are often more concerned with their status and fortune after college than the knowledge provided by the school. Should we call it "education president" for dad? I wouldn't hold your breath.

Judith Unique
by Elise Stover

Judith Malina's week at Bryn Mawr's Lacy Martin Dom proved to be a series of events to learn about her life. Born in Kid at the Wiener Republic, in New York where, at the age of 23, Malina and her husband founded The Living Theater.

The Pixies
by Eliot O'Hare

A decent band finally. Philadelphia area Sat. even though they play emous basketball are well suited for concert nately, the band I was opened for newcomer Lala's Place. The Lew, who are much adapted to playing in c tents. And so the not ready-for-prime-time were robbed of making showing in front of about the United States' promising men and women. Although playing crowd without blacking it over with some of the 250 Plymouth Furies were concerting to most, they managed to have their moments. The Bosto-net played a smattering icons from all three of its leaases, including their commercially most successful Doolittle, led by the duet of rhythm guitarist Black and bassist Mrs. John N (really don't know), the remaining rather délicate for part of their one-hour set jumped into the famous "promising Ms. Francis to guitarist Joey Santiago's stack. The remainder of the set continued with this no energy, necessary when large forums.

The Pixies, however, decided to do without historical