

EXCHANGES

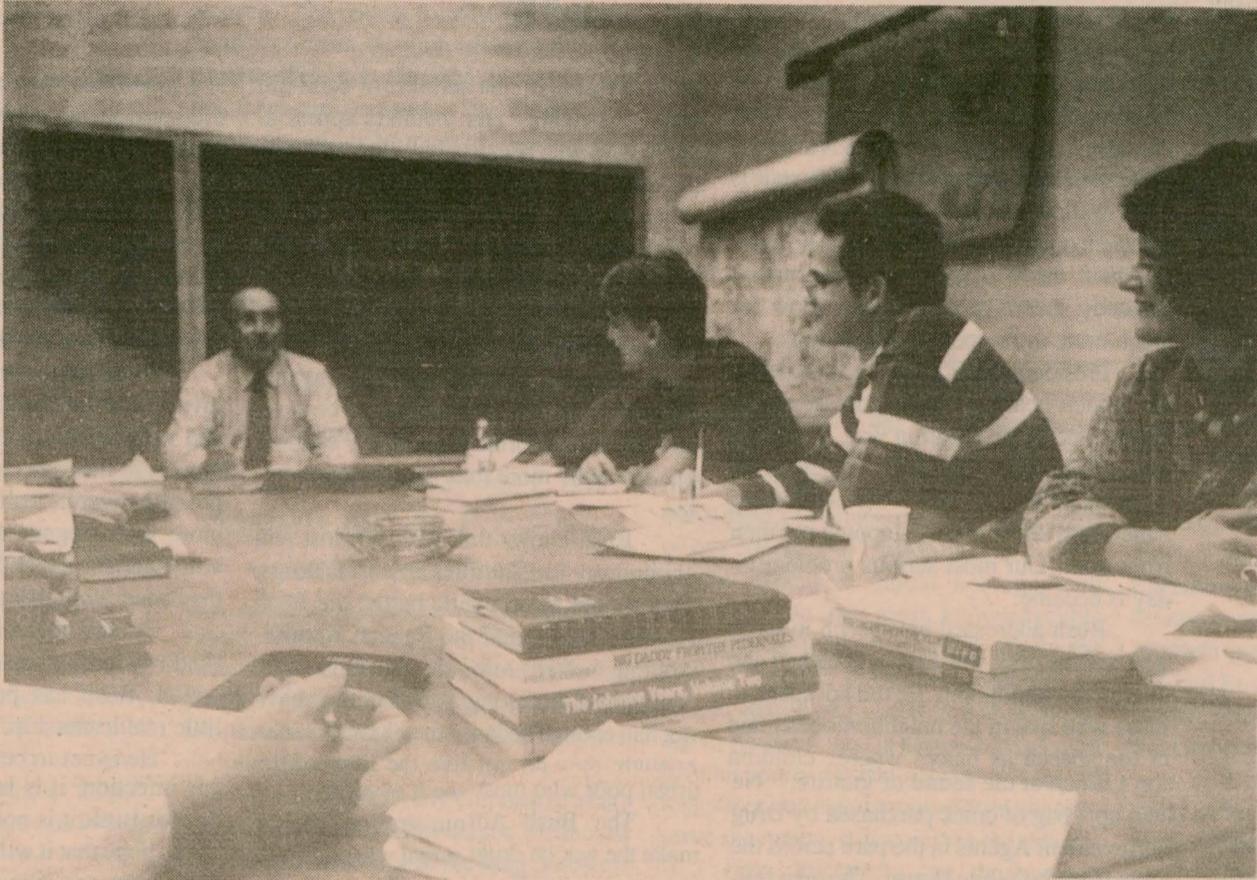
a bi-college community forum

8 October 1989

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INSIDE
Bush Drug
Plan

WHY ARE WE HERE?



Drug War: National Defense Priority

by Leslie Power
News Editor

"Drugs have strained our faith in our system of justice. Our courts, our 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 so 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

"The Bush administration plans to control drug use, not eliminate it completely."

in office.

As Richard L. Burke wrote in *The New York Times*, (6 September 1989) "Roughly 70 percent of the Bush plan is for efforts to contain the drug supply and enforce 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 simpleton slogans to fight. The most significant part of the Bush strategy is that he calls for more money and seems serious

about combatting a problem that has the possibility of marring his presidency as much as the hostage crisis marred 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. Senator Joe Biden of Delaware called the plan "not tough enough, bold enough or imaginative enough to meet the crisis at hand."

Though the almost \$8 billion dollar plan is a tremendous \$2.2 billion increase over the previous year's drug expenditures, when this money is spread out it will 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.

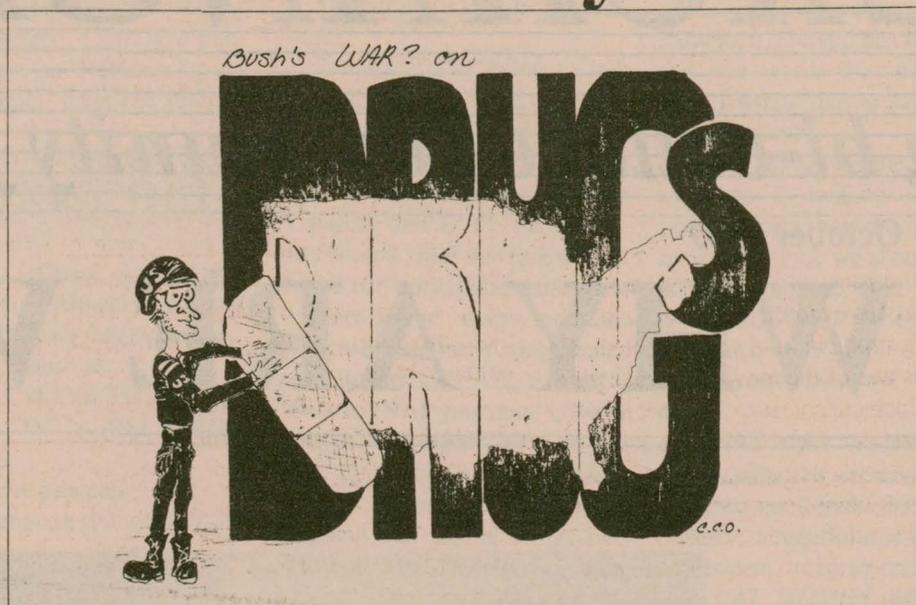
A segment of the strategy that the President stressed greatly in his speech was that drug dealers be "Caught. Prosecuted. Punished." The money he intends to spend on increasing prison space for every state is \$300 million less than the state of California spent on prisons in one year. The ways in which the United States Government currently spends money do 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 healed with a small patch and a smile from across 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, and the Reagan Administration before him should have said "enough of this" long ago. But they have not had enough because they have not seen enough: they do not live the lives of the urban poor who must see it every day.

The Bush Administration should make the war on drugs a real war and fight it the right way. Drugs should be made our new National Defense priority. We must defend ourselves from this infection before it does us in.

Instead of spending \$1.8 billion on the Stealth program, Bush must take money from the Defense budget and place it into the Defense against drugs. Having less bombers or missiles will not weaken our nation's strength in the eyes of the world

any more than the folly of an ineffective drug war. In our country, drugs are killing us more frequently than bombers.

The stress needs to be placed on prevention and treatment, which involves old-fashioned ideals such as community togetherness. Bush appears to recognize this as he says, "If we fight this war as a divided nation, then the war is lost."

He called for every citizen to become involved in fighting drugs, a very idealistic and valid argument. But soldiers will not remain in the ranks if the generals do not provide concrete leadership. Soldiers need more than slogans and ideas portraying volunteerism as "1,000 points of light", they need proof that their war is winnable.

On the cheap budget and with the shadowy intimations of the strategy's execution, Bush has provided little vision, little real leadership.

He is not to be blamed for avoiding this infection: it is large and frightening. But for Bush it is not painful enough yet. Let us hope that it will not take a spreading of the drug war, out of the battlefield of the urban poor neighborhoods, out across the street into the White House, before real action is taken.

This infection needs to be healed fast, before it spreads even more, and it needs to be healed permanently.

Under Bush's drug strategy, the healing will be slow and painful. But at least it is a healing.

Bush plan not addressing issues

by Sabrina Pasztor
Staff Writer

A mere three weeks ago, President George Bush proposed a controversial and economically unsavory \$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 pro-

grams as a prerequisite for continued federal funding.

Peer Education, a program developed one-and-a-half years ago and located in Erdman Hall, is Bryn Mawr's solution to the White House's "battle cry" against substance abuse. Supported by a grant known as FIPSE (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 Bryn Mawr's program is already in place, other areas of the country may not be so fortunate. Without similar programs, the benefit from the increased funding could be minimal, said Darlington.

The root of the drug and alcohol abuse problem nationwide lies in social inequity and a lack of child nurturing, spurred on by poverty, continues Darlington. "I am very glad the government is starting to realize that addiction and abuse are political and social issues, as well as personal ones."

However, Darlington does not foresee Bush's program 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 roots 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 structured services.

The success of the plan remains to be seen, she said.



photo by Kathie Collado

Will the new Bush plan work?

Bush has not changed the rules

by Mahania Kiame
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 our society, and especially our future society, faces. So quite naturally, President Bush addressed the nation about the drug problem, and more importantly, about the stance our government would adopt. "The rules," stated the President, "have changed."

This being 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 not only because it is the largest budget ever granted to such an issue, but also because it implies the coordination of all the State departments, which are separated as Law, Treatment, and Foreign Policy.

All the departments implied have benefitted from the Presidential team's special attention. The innovation in the Law Department is not restricted to improved enforcement, but also to more efficient prevention and tougher punishment in the courts. But the most striking changes, and as world attention has gradually shifted towards Columbia and its dramatic "drug war" and was picturing the South American country as one vast potfield, it seemed quite natural for George Bush to announce an increase of military aid to three "allies": Colombia, Peru, and Bolivia, so as to help them face this disaster.

In the past, stated the President, strategies have not focused on the real problem, which is the source. How better to solve a

the problem?

Right there is exactly where the presidential team has made its mistake. Are we so desperate to feel ourselves needed that we create a moral crusade every other year? We may destroy Colombian drug cartels, but other countries will continue to produce. President Bush has proposed one billion dollars for prevention and treatment programs, but the military aid, over the next five years, tops two billion. Had we pumped even twice as much money into these programs, the drug problem would not be solved.

As long as the world's economic system does not change, drug producers, along with all the other international players who make big money, illegally or not, will strive, luxuriate, and spread just as fast as coca. The reason for that is plain: the drug problem does not stem from the producers, but from the demand. The drastic economic situations of most of the drug producing countries make it highly improbable that the growing of cocaine will be abandoned as long as the production and exportation remains a profitable venture. People, from the "drug lords" down to the poorest peasant, will not face the difficul-

"How objectively can the average citizen criticize the government today? We can only nod at President Bush's decision."

ties involved in change, just for the sake of America's well-being. There certainly is a problem there, but the one we, voters or inhabitants of America, can solve lies here with the demand.

We should not only emphasize treatment and prevention but maybe we should also look at the source of the drug problem: poverty, bad or no education, misinformation, etc.

So, maybe instead of spending money

trying to diminish the consequences, we should look at the social undercurrents that make it a problem, and see how we can solve them, even if it means changing many of our concepts of education and society. Maybe education should not end with school. Even the most knowledgeable among us can learn from others. Maybe the contact between the government and its people should be revised, not concentrating so much on who is going to be elected for which party. People's appointees should remember that a government does not only serve the nation, it also serves the people.

How objectively can the average citizen criticize the government today? There is simply not enough relevant information, we do not know what consequences,

an especially indirect, an action might have. So we can only nod at President Bush's decision. 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, lending them the aspect of THE final solution.

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 laying a gauze pad on an injury necessitating major surgery, and then praying. For the time being, the rules have not changed.

Local Resources for War Against Drugs:

Representatives:

President Bush
c/o White House Office
1600 Pennsylvania Avenue
Washington, D.C. 20500

Individual state representatives are listed and profiled in Politics in America, the 100th Congress.

In Philadelphia: Coordinating office for drug and alcohol abuse programs can be reached at 592-5451.

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

Compiled by Cama Duke

Bush plan noble but economically shaky

by Rob Wingate
Haverford '91

This being the second edition of the Bi-College Community Exchange of Values section (or something like that), the ever-cheerful Colette Fergusson (our exalted editor) ambled over to see me (a mere writer) the other day and murmured something about drugs (an addictive substance, or even better, a potential column topic).

I had just awakened from my daily nap (i.e. had just finished a class) and, in my slightly groggy state, failed to pay careful attention to whatever Colette was saying. It had something to do with President Bush taking drugs, or perhaps it had to do with President Bush getting all riled up at other people taking drugs.

It later occurred to me that if President Bush were sniffing white powder or puffing away at noxious weeds, the American public should know about it - and the News would have itself a scoop. So I headed over to the newsroom and picked up our hotline to the White House.

George himself answered. I asked outright if he was indeed engaging in the aforementioned activities, and he said no, but admitted that he had taken a powerful antihistamine that morning and had consequently snoozed straight through a cabinet meeting.

Since the previous occupant of the Oval Office has already worn out the novelty of such diurnal siestas, I decided that Colette

(who for some zany reason thinks I'm a senior) was referring to the President's new drug policy rather than his personal preference for intoxicating substances.

In summary, Mr. Bushleague's recently-announced policy

1) spends \$7.9 billion in the upcoming fiscal year on waging a "war" against drugs, increasing by 39 percent over last year's anti-drug budget.

2) will not raise taxes to fund the drug war.

3) allocates \$1.6 billion to build 26,000 new cells in federal penitentiaries (as opposed to \$631 million last year).

4) will crack down (excuse the pun) on convicted first-time casual users by revoking their driver's licenses, releasing their names to the news media, notifying their employers, and napalming their relatives. (Just checking to make sure you're still paying attention. Obviously, the first three statements in that sequence are fallacious.)

5) sends \$261 million to South American countries to combat the drug trade at its source. Last year we sent down only \$57 million.

6) calls for a 50 percent reduction in the domestic supply of drugs (especially cocaine) within five years.

7) all of the above.

8) none of the above.

9) 1, 2, and 4.

(My apologies to those beleaguered students preparing for LSATs, MCATs, GMATs, UGLYRATs and soon. You don't

need any more multiple-choice, so I'll give you this answer gratis: all of the above.)

Sounds fine and dandy, eh? Uncle Sam is finally gonna foot the bill for the anti-drug struggle.

Or so you think.

Bush's original policy asked Congress for only \$715 million more than the budget he submitted when he first took office. And he ain't gonna fund it from tax money.

Which means that it has to come out of other federal expenditures.

So Bush's new policy would actually REDUCE state aid for various welfare programs by approximately \$600 million in order to fund the drug plan. Of that, \$320 million would be removed from a program that helps states deal with new immigrants - especially California, Florida and New York. (No surprise, then, that Congressmen from California are crying foul.) Bush also planned to reduce public-housing subsidies and economic development funding (but by lesser amounts).

Fortunately, all those issues are interrelated. If the policy succeeds in reducing the effects of drugs on the inner city, then public housing projects won't need more subsidies. Same with immigration support money. And some states will apparently benefit: Pennsylvania, for one, is expected to gain about \$11 million in overall budgetary terms. New Jersey should gain \$9 million.

But Congress didn't like the idea that our brand-new "drug war" would only allot

\$716 million more than last year's "drug war," so last week the House of Representatives added \$1.5 billion to the drug budget. It remains to be seen whether the Senate will follow suit or whether those crusty old geezers will limit the proposal to the original \$7.9 billion.

By the way, if you've experimented with drugs while at Bryn Mawr or Haverford, consider this as well. William Bennett (the Administration's "drug czar") wants to put you in jail for a few nights. Even for one little drag on a joint. And once you get out of the slammer, he's going to fine you

(cont.'d on p. 6)



Campus Issues: Goals for College

Bi-College students are here to learn

by Megan Susman
staff writer

Over half the students polled on both campuses by Exchanges, the Bi-College News Magazine section, chose learning as their number one priority at college.

Three questions were asked in the poll: 1) What is your biggest priority at college? 2) What is your foremost goal beyond college? 3) What do you think is the most important quality in your college?

The winning answers to these three questions are as follows: 1) 64% BMC and 59% HC chose learning as their top priority. 2) 58% BMC chose a financially secure, 61.5% HC chose a rewarding job regardless of the financial compensation as their foremost goal beyond college. 3) 47.6% BMC chose the integrity of their institution in terms of ethics before and after admission; 45% HC chose quality of teaching as the most important quality in their college.

Approximately four hundred students responded to the Exchanges poll on college goals. More than twice as many Bryn Mawr as Haverford students responded to the poll. Many Bryn Mawr students chose more than one answer for each question or wrote in their opinions. Write-ins appeared in every class and every question at BMC, but 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 ideas of personal growth, exposure to new ideas, 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.

At BMC, a "financially secure" job 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. One first year student wrote that she couldn't "plan that far in the future."

Question 3 asked about the most important quality of the college. Mawrers favored ethical integrity, but many write-ins suggested a blend of all the answers. Others praised "treating the student as an individual," the "school identity (traditions, Honor Code, SGA)," 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

	BMC								HC			
	'90	'91	'92	'92	'90	'91	'92	'93	'90	'91	'92	'93
learning	75%	73%	63%	25%	82%	58%	69%	61%				
grades for grad school	13%	7%	13%	12%	0%	12%	8%	12%	8%	5%		
degree to get a job	6%	13%	8%	0%	12%	8%	8%	7%	81%	75%		
good time	0%	7%	16%	7%	6%	5%	5%	2%	6%	20%		
sports & activities	6%	0%	0%	56%	0%	4%	0%	16%	6%	0%		
write-ins	0%	0%	0%	0%	0%	13%	5%	2%	0%	0%		

Poll Results compiled using a program created by Steve Schmidt, Haverford '91.

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

freshman class 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, and they took

full advantage of the opportunity to write in their individual views.

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 Mildren said she frames this challenge as trying to encourage students "to hold on to a cer-

tain hopefulness and idealism while they develop the callouses needed to fight the hard battles in the 'real world'."

"I want to help students reach goals (both their own and those of the deans) in a way that lets me be there for them, but that also lets them take charge of their own projects," said Mildren.

Dean Angela Gillem added, "I hope to find a way to function effectively in both the student and

administrative circles, sort of a bridge between the management and the students."

Additionally, Gillem said she tries to imprint on students a "strong multi-cultural perspective; an awareness and a consciousness of other peoples that most of the world doesn't have."

Perhaps Dean Matt Hamabata's goals for students are the most ambitious. He said

forcefully, "I expect the students to become leaders, each and every one of them. They will shape American culture and intellectual life and make their voices heard in the realm of world poli-

tics. I expect nothing more and nothing less."

In trying to help students meet their personal goals, the deans said that they draw on their *(continued on page 6)*

Student empowerment: BMC's top goal

by Anne Tweedy
Staff Writer

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 meet high expectations.

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 take themselves seriously."

Bryn Mawr, she added, provides a rare community spirit 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 fall short 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 rote 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 Admissions 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.

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Admissions: Making Learning Possible

Laura Katzive
Editor

Every student in the Bi-College Community has undergone the process of college admissions. While many may prefer to leave that stage of life comfortably in the past, the bi-college admissions process marches on, each year shaping and changing the face of the community. Integral to this process are Bryn Mawr and Haverford Directors of Admissions, Betty Vermeij and Delsie Phillips, who view their responsibilities as central to both colleges' educational objectives. Not surprisingly, therefore, their goals are oriented towards the greater, long-term desires of their respective institutions.

As Vermeij explained, "learning is the essence of what goes on at Bryn Mawr. Admissions is ancillary to that." Vermeij sees it as her responsibility to facilitate that learning, to foster the process of education. "What we're trying to do," she continued, "is bring in an interesting group of people who will profit from our resources and learn as much as possible from each other. They must want to be learners and they have to have something of themselves that they are willing to share."

Phillips also regards herself foremost as a facilitator of Haverford's educational process.

In addition, she has concern for the perspective students with whom she works from day to day. As she 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 vigilance." Both directors said they put considerable effort into recruitment and offerings of financial aid in order to create greater socio-economic diversity.

Phillips added that Haverford has been participating in a program of "early intervention," an attempt to guide students of color towards college early, while they are in eighth or ninth grade. According to Vermeij, Bryn Mawr has made similar efforts by inviting students of color from Philadelphia to participate in summer programs on the campus. These attempts, said Phillips "are not for the good of our own colleges, they are for the good of higher education."

QUESTION 3

HC BMC

	'90	'91	'92	'92	'90	'91	'92	'93
quality of teaching	44%	50%	62%	11%	13%	9%	10%	9%
integrity of institution (ethics)	38%	25%	17%	28%	47%	54%	49%	39%
reputation	6%	10%	7%	6%	20%	15%	20%	29%
physical/socio-political environment	6%	4%	14%	4%	7%	3%	8%	4%
social life	6%	0%	0%	56%	0%	0%	0%	17%
write-ins			13%	19%	13%	2%		

Haverford Poll results compiled by Kathy Sites.

POLL RESULTS

	'91	'92	'93
quality of teaching	63%	51%	59%
integrity of institution (ethics)	14%	31%	9%
reputation	5%	5%	11%
physical/socio-political environment	14%	13%	5%
social life	4%	3%	16%

Engagement in Studies Encouraged

by Eric Pelofsky
Staff Writer

To new students, the name Paul Jefferson may not suddenly conjure up a face — particularly with so many faces and names to learn. To some, he is best known as the professor pictured on the front of the course catalog. Yet, in person, Professor Jefferson, chairperson of the history department at Haverford College, possesses more energy than the catalog photo could ever capture. Much of this energy is put towards realizing his ambitious goals for himself as a professor, and for his students, as learners.

Jefferson primary goal for his students is to see them engaging in their studies without as much concern for the professional hurdles they may face in the future. In Jefferson's view, the benefits of studying history are unlimited. "Studying history can be a way of equipping yourself to be a well-informed, critically alert citizen," he said.

The question of future success, Jefferson feels, is one that tends to preoccupy students unnecessarily. It is an aspect of student attitudes towards learning that has changed during his eight years at Haverford. More and more, students are becoming entranced with "doing the right thing to succeed," he said. He is bothered

by students bent over their desks taking notes at the expense or actively engaging in what is being said.

Jefferson attributes some of this social passivity to the changing politics of this nation. "The two Republican administrations set a cultural tone," he said "about what it is proper to care about, or really, what it's proper not to care about."

He tries to encourage individuality in his students. He said he is heartened by the resurgence recently of the sort of student individuality on the campus that first attracted him to Haverford.

Jefferson said he is unapologetically interested in teaching. "It's instinctive in me," he explained. This instinct, he added,

has to do with his "continued distaste of what passes for knowledge." He sees himself as "mediating what [he] knows to successive generations" while filtering out the extraneous material." He also values the constant learning process that is part of his job, standing by the cliché that if you want to learn something, teach it. "I appreciate the learning that I have done here," he said. The opportunity to work at a college where "teaching is prize" coupled with the flexibility to do research, brought him to Haverford.

What is your biggest priority at college?

Gabriela Garcia BMC '91



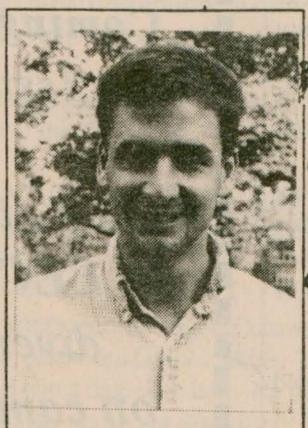
"Earning a degree to get a financially secure job"

Jeanne Toridas BMC '91



"Learning. The quality of teaching is important to me!"

Dan Talbot HC '91



"Learning. The quality of teaching and of students are important to me!"

photos by Kathie Collado

Expression Emphasized

by Heather Carwile
Staff Writer

Clarity of expression will affect a person's ability to do anything, said Susan Dean, an English professor at Bryn Mawr College. With this in mind, her central goal when preparing a class for "the real world" is to make sure that they can express their ideas easily.

In order to achieve this goal, Dean encourages her students to listen attentively and develop poignant questions on the text. The clarity of understanding will be reflected in the student papers, she said.

Dean believes that there is a certain energy in literature which, if tapped into, will lead a student into loving reading more than they did when they arrived. Then, she said, only half of her driving goals will have been accomplished. The other half involves honing students' writing skills.

Dean listens to student papers and tries to pick up on their "own 'wavelength'" of energy in order to guide them. Clarity is the overriding element, so Dean makes a point of encouraging students to work with their energy "by asking clarifying questions" and then channelling those ideas into their writing. Perhaps the skills developed in sensing energy and clearly expressing ideas will help Dean's students to accomplish more than just writing English papers.

Dean would like her students to learn valuable lessons from her courses, which don't always relate to the actual works of literature she teaches. For Dean, it is important that students be able to apply what they have learned in school to life in the "outside world," a world perhaps more realistic and arduous than the world found in college life. Many of these lessons can be learned through literature, for it can provide more than just new ideas or a famous author.

Presently, Dean's interest lies in American literature. She teaches four divisions of it at Bryn Mawr, as well as English 015 and "usually at least one 300-level course." English 015 course is offered to women of all ages, who aren't necessarily enrolled at Bryn Mawr, and Dean enjoys teaching that course because of the variety of "wavelengths" of energy to be found from the diversity in the students.

Bush

(cont.'d from p. 3)

\$10,000.

I don't know about you, but I'm quaking in my proverbial shoes. If you ever go to Yankee Stadium (and by all means you should), watch how the security people carefully catch every fan who throws a paper airplane onto the field — and ignore the legions of fans smoking pot. Perhaps Bennett's the one smoking something this time.

Enter the ACLU, that well-intentioned but oftentimes misguided lobby that believes the criminal justice system will be Bush's primary weapon in the war. And therefore will infringe on personal rights.

The criminal justice system is there to be used. It's been inadequately funded, the police have had too little support, the judges don't have enough prison space to house all the dealers, and in the vast majority of drug cases convicts serve little time and are out on the streets quickly. That's not an opinion, that's a well-recognized fact.

So why must the ACLU and company panic about the invasion of personal rights when the President declares a crack-down on drugs? His plan provides plenty of funds for treatment and prevention — approximately 35 percent more than last year's budget. No reason exists not to get the cops involved too.

While President Bush's drug plan may not contain the soundest of economic policy in raising the anti-drug funds, it unquestionably supports the noblest of causes.

And by and large, it'll work.

(Endnote: all budgetary figures quoted herein are culled from recent issues of The Philadelphia Inquirer.)

Real-life French at BMC Department

by Alessandra Djourklou
Staff Writer

Having taught in Bryn Mawr College's department of French for 36 years, Professor Mario Maurin has finetuned his goals for the student body to a very simple equation.

He tries to impress on each student that ideas are all subjective and if the technical skills of listening, discerning the important information, and forming an opinion are mastered, the benefits will be felt beyond the boundaries of college.

"While listening to the opinions and ideas of their professors (who have more knowledge and experience than they do, students) should not just agree and imitate, but should use this knowledge to form their own opinions said Maurin emphatically.

Particularly in the French discipline, these skills are developed through a search for the "truth" in any given piece of literature. Maurin said that books can be read in so many different ways; that there is no one "truth" but many "truths" in literature. As long as one does not go to an extreme, one can find many interpretations of a text. Finding these interpretations are the Play-doh on which students hone the critical skills.

Maurin also tries to fascinate students with the breadth of different cultural experiences available. The Department is planning to continue putting emphasis on French Women writers of black and white culture. The study abroad program encourages students to study in France and other francophone nations but it does try to emphasize places to study that students would not think of on their own, such as the Ivory Coast and Canada.

And for those who cannot broaden their horizons in the usual manner, this semester a French warden was added to the French house, to spread the French "Way of life" locally. The warden, whose name is Agnes Montagne, was brought over on a grant from the Florence Gould Foundation.

H.C. deans

(cont.'d from p. 4)

forcefully, "I expect the students to become leaders, each and every one of them. They will shape American culture and intellectual life and make their voices heard in the realm of world politics. I expect nothing more and nothing less."

In trying to help students meet their personal goals, the deans said that they draw on their experiences addressing their own goals in college. Hamabata said that during college he wanted to end the war in Vietnam and to participate in the creation of a new society that was "just and humane". Gillem planned on being a psychologist with a private practice because she wanted to work with people who needed help. Watter was not as sure about what he wanted to do, but he knew that, "no matter what I did, I wanted to be true to my ideals." He wanted to be part of something bigger, to contribute and to make a difference. Milden was an active part of the 60's political anti-war movement and admits, with a giggle, that her goals back then were "peace, love, and rock & roll."

Coming Next Issue:

A look at 1992 in the EEC and diversity on campuses.

Focus on the Environment

by Roland Von Der Muhll
Environmental Club

The Philadelphia metropolitan area contains a growing population and in no place is this growth so rapid as in its outlying suburban areas. Even the casual observer who passes through one of the several counties boarding Philadelphia will notice the unmistakable signs of suburban growth: new housing tracts, industrial parks, shopping malls, and freeways under construction.

However, not everyone in the Philadelphia area is willing to let growth continue with the current constraints. In Chester County, of which the easternmost border lies approximately five miles west of Haverford, a campaign to save open space has begun. Supporters are working to ensure the passage of a non-binding referendum on the November ballot that would authorize a \$50 million bond issue

to save the County's remaining open space.

If the referendum passes, \$20 million would be set aside for the acquisition of two new major parks in the eastern and southeastern areas of the county, with another \$12 million designated for the tally sensitive areas. The remaining funds would go towards municipal open-space, land preservation, and historical preservation projects.

Supporters of the bond issue feel the money will help to balance growth with resources and raise awareness of the need to protect groundwater, wetlands, and other resources. The success or failure of the open-space campaign will not only affect Chester County, but all of the Main Line. A substantial increase in the Chester County population will lead to more commuter traffic on Lancaster and Montgomery Avenues, and hence more air pollution. The Philadelphia metropolitan area consistently violates the federal standards for ozone laid out in the Clean Air Act. As the principal source of ozone is automobile traffic, the rate of growth, and its accompanying traffic increase, in such outlying areas as Chester County affect all of us in the Philadelphia area.



for more on College Goals see page 8

photo by Kathie Collado

Past is key to present

By Allison Ferenstein
Staff Writer

According to Professor Richard Ellis of the The Classical and Near Eastern Archaeology Department at Bryn Mawr College, one of the most important goals faculty members have for the student body is to introduce them to a unique perspective of the present day world and to provide them with the skills necessary to improve the world.

Ellis said that within the archaeology department these goals are addressed specifically by teaching students to examine ancient civilizations, tracing the consequences of actions and decisions in order to learn how to avoid similar mistakes.

Since most of the archaeology majors are unlikely to pursue the field as a career, their training has to revolve around goals larger than the acquisition of technical skills, said Ellis. In fact, he added, Bryn Mawr is one of the few colleges remaining with a department of archaeology. Most other institutions have incorporated the courses into related disciplines, like Classics.

Archaeology develops the ability to process large amounts of raw and varied data as routine course in the discipline. For this reason, the department attracts several pre-med, pre-law and future civil servants. Although the students are well prepared in the field, about six out of every ten archaeology majors do not pursue a career in archaeology, said Ellis.

"Most archaeology majors are not here to get rich," said Ellis.

"They are here to receive an understanding of today's society that is as pragmatic as a political science major.

Writer's needed for
Campus Issues Section.
Contact Laura Katzive
642-3357.

Community Essay

Death Penalty, Age Minimum: Double Standard

by Jana Ernakovich
News Editor

For years, capital punishment has been a subject of controversy. The morality and humanity 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 instigated debate. In three cases on two occasions since 1987, the United States Supreme Court has addressed the issue of the execution of juveniles. The decisions in those cases have created a blaring double standard in our justice system.

In *Thompson vs. Oklahoma*, one of the three cases in question, five members of the Supreme Court overturned the sentence of death imposed on an individual who was 15 years of age at the time when he had committed his crime. The plurality held the opinion that the Constitution prohibits, 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 offset, be treated differently from an adult offender. Thus, in the event that there is no set minimum age for capital punishment, when a murderer under the age of 18 has been certified to be tried as an adult

in the adult system, he or she is rightly subject to the same standards; that juvenile offender would not receive different treatment than a murderer who is over 18.

The recent Supreme Court decisions have implied that 16 years is the age 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 is "constitutional."

In the spotlight

by Rick Ruberg

Michael Weinstein is not really in New York working with the Times. He is actually working as a migrant farm worker picking rutabagas in the Pacific Southwest. Claude Wintner is not taking a year sabbatical in Switzerland. He is actually studying the intricacies of bow-tie tying at a junior college in Spokane. Eric Johnston is not your average, scientific, Chemistry professor. He is actually a free-spirited rebel without a cause.

Do I have your attention? Maybe so, but that's beside the point. The point is that some of the previously made disclosures about certain prominent faculty members are blatant lies. Ok, ok, so micro-Mike really is in NYC on the Times ed-board (but I know agriculture is one of his favorite pastimes). And, you're right you sharp Fords and Mawrters, Claude is going to Switzerland (to study bow-tie tying, of course). Ah hah, but Eric Johnston really is the James Dean of the Chemistry department. Not all lies, you see. Read on for more truth.

This is the pilot edition, hot off the presses, of the Faculty Profiles Column. Students: this is your chance to see your professor in a very different light than those damn florescents. Faculty: this is your chance to tease your colleagues about childhood misadventures, social faux pas or just plain stupidity. But hey, don't laugh too hard. You could be next, spilling your guts to this reporter for all the world to see.

This week's victim is none other than Eric Johnston. EJ, as I shall refer to him for the sake of convenience because his last name is so gosh darn long, actually prefers the name Speedo (because of his inability to do things slowly) or Murph the Surf (a name given to him by the aforementioned Claude Wintner). Rumor has it that he was also known as Libido-man in college (it's true, I wouldn't make something like that up).

Anyway, it seems that EJ had a rather uneventful childhood. Born a son of the sea in Santa Monica, CA, EJ grew up playing on the beach and in the surf. He quickly gained an affinity for waves and surfing, but not necessarily in that order. Sadly, the days of frolicking in the brine passed, and EJ went off to college at Amherst. Why does a wild-eyed child of the surf choose a land-locked, traditional, Eastern college? I don't know, I forgot to ask.

Anyway, it was at Amherst that the first seeds of his passion for Chemistry, specifically Organic Chemistry, were sown. Actually, those seeds belonged to a plant named Cannabis, and actually, they were sown in a window garden box outside his dorm room. But that, too, is beside the point. The point is that he became fascinated with the chemical effects of hallucinogenic drugs and decided to devote his life to them, or at least to the study of their structure.

After four years, EJ left Amherst for UCSD (University of California at San Diego) and began his graduate work. Here he was truly happy because he had everything that he could possibly want: organic chemistry and some tasty waves. His secret double life almost cost him his scientific career, however. It seems that Eric found himself surrounded by professors with puritanical work ethics who did not share his, and I quote, "mellowed out cosmic bitchin' sunset" attitude about life. Except, that is, for one prof. named Ted Traylor with whom EJ would often engage in consumption contests using certain native alcohol derivatives (tequila). But I digress.

As with his childhood, these days of yore passed by the wayside as well. Which brings us to the present. How did EJ arrive here at Haverford from sunny California? "It was a long tortuous journey," he recollected, that worked its way slowly across this great nation of ours stopping briefly in Salt Lake City, Utah (where, he maintains, "there's cold fusion but no cold beer") and also in the Pacific Northwest. Although EJ is happy here, he still longs for the warmth and surf (New Jersey just doesn't cut it, he personally attests, because you must have the added skill of hypodermic dodging.) He also says that the years have tamed him and that his days of hell-raising are all but over.

When asked about the future, EJ just shrugs. More kids, I ask? "No," he says, "I got two already and although they're more fun than guinea pigs. I can't conceive of any more." Any enticing job openings? "Well," his eyes light up, "I applied for this position specializing in hallucinogenic natural products chemistry at the University of the Bahamas, but have yet to hear from them."

TRIVIA



by Seth Epstein and Jason Moll

Recently our fearless editor, Garry Jenkins, asked us to write a trivia column. Obviously we haven't the mental capacity to deal with issues of substance. So we'll leave such complex matters as Parent's Day, "Hawaiian Pizza", and JimandAlison to the real reporters.

So where do we go from here kids? Well, we, the defenders of the holy order of trivia, hope to make you say OOOOHHH!! AAAAHHHH! and OHHH! many a time as we open your eyes (and our own) to the peculiarities and interesting tidbits of information found in the world around us. For example, did you know that the estimated speed of hair growth is 0.00000001 miles per hour? Did you also know that approximately \$1,000,000,000 worth of candy was given out last Halloween? If the answer to both these questions is yes, then you deserve to be writing this column instead of us. (By the way, your parents are probably cousins.)

The theme of our first column is television trivia. We realize it's not the parting of Red Sea, but bear with us. We'll do that next week. If you like the whole idea of a trivia column, tell us. We'd like to hear from you. If not, tell our editor Garry. He's a swell guy.

Anyway, here are the strange but true facts you have all been waiting for.

- 32% of all Gilligan's Island episodes were about getting off the island
- 29% of the people who watch thirtysomething are actually in there thirties
- 9% of Americans can correctly name the chief justice of the Supreme Court, while 54% of Americans can name the judge on The People's Court.
- Approximately \$1,400,000,000 worth of goods were bought on TV shopping channels last year.
- There were 40 people shot in the final episode of Miami Vice.
- There were 20 hugs in the final episode of Family ties. (As far as we know there was nobody shot in the final episode of Family Ties.)
- 34% of all women say they control the TV remote in their household. 56% of all men say they control the TV remote.
- There were 6,469,952 black spots drawn by Disney animators for 101 Dalmations. (We're not really sure this falls under the category TV trivia, but we thought it was neat, anyway.)

To throw the ball in your court, if anyone knows which Haverford building is undergoing renovation, please tell Garry Jenkins. The first one who finds him with the correct answer will win a date with him. By the way, all facts are courtesy of Harpers Magazine. Ha Ha, we're not plagiarists!

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, materialistic, cutthroat, capitalism. Young people socially and politically apathetic, according to the allegations from those over-romanticized 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 re-evaluate 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 pre-professionalism 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 this 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 populus." 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 is 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 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.

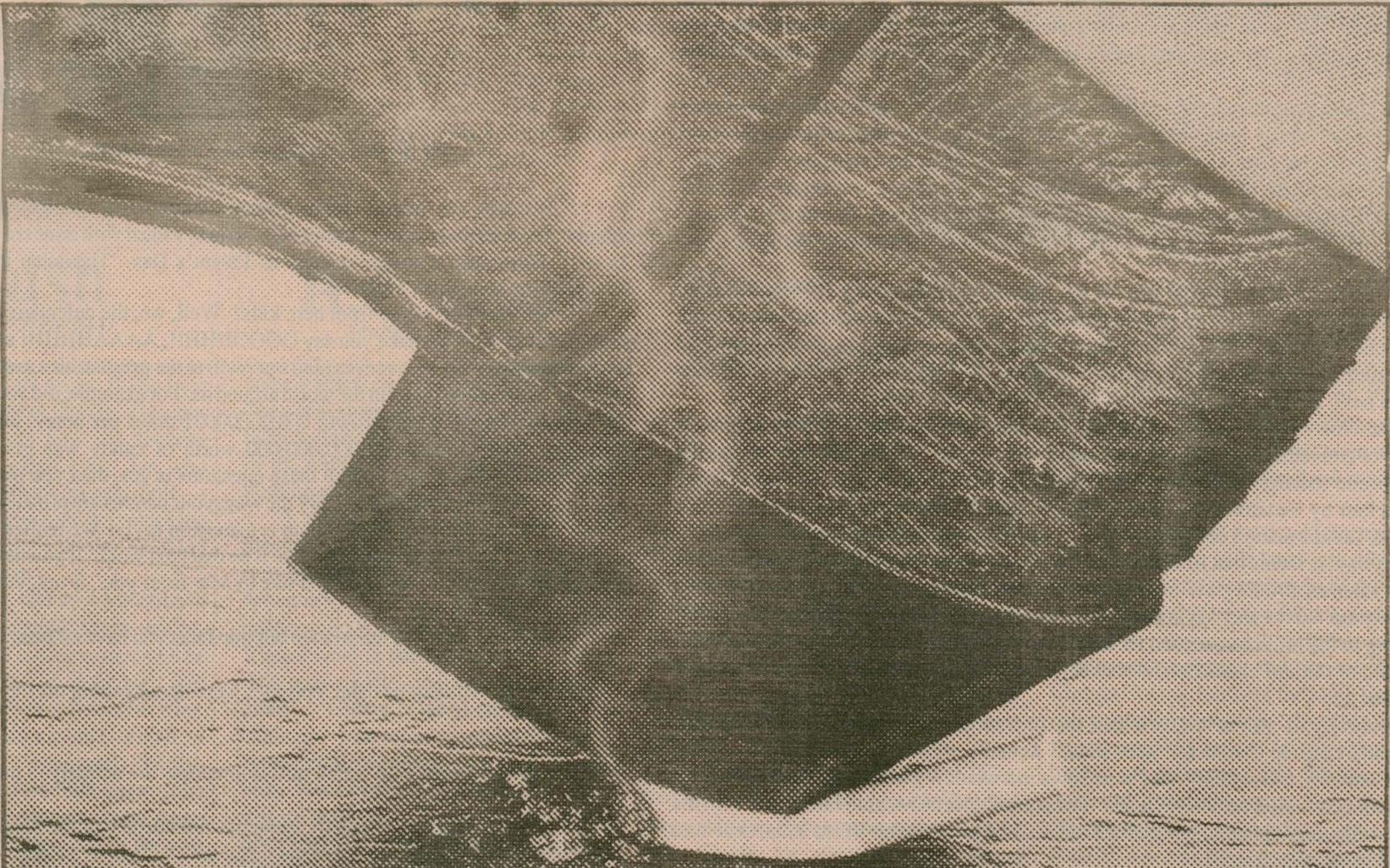
"There are fewer of you out there. Ultimately, in the next ten years, the change in demographics of studentry will have an effect on the upper eschalante of [those entering the job market]." Fewer college students, with recruiting remaining stable, means that the jobs will be there (although, not in 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 37%, 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. Trailing 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 sector. Whew! There are Quakerly souls out there after

From this information very difficult to pinpoint trends in this generation of students. Is there more to education than the financial rewards that come with a diploma? certainly, says the Carnegie Foundation, Allan Bloom, and educators themselves. But

same time, often, the parents are paying the \$80,000 that their money is "access to status, and they should be getting something in return for that (the status of a prestigious institution)," comments Curchack. Perhaps even at PENN, a name recognized in most circles. Is this striving for achievement and financial success the result of a vicious cycle of students trying to rival their parents? Perhaps the result of overwhelming tuition costs, a reflection of a political philosophy on a larger scale? The bottom line is that students today are often more concerned with their status and fortune after college than the wealth of knowledge provided by a higher education. Should we turn to an "education president" for advice? I wouldn't hold your breath.



GIVE SMOKING A KICK IN THE BUTT.

With every puff, your health could be going up in smoke.
If you'd like to kick the habit but you need help, call your local
American Cancer Society.

It could be the first step to quitting for life.

AMERICAN
CANCER
SOCIETY