

Fiat Lux

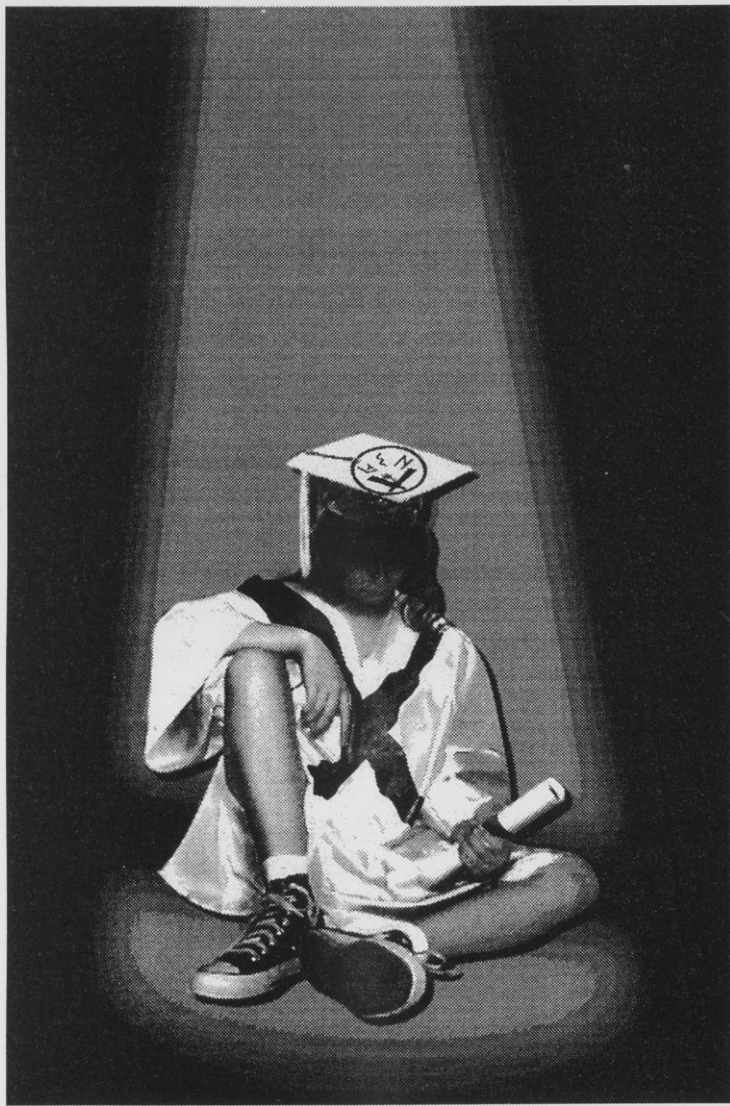


Outlooks

Volume 88, Special Report Issue 2

What awaits
a marked
generation—
in higher
education
and beyond?







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As Alfred University has changed, so too has the class of 1995. What lies ahead?
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Cutting the NEA and NEH will rob our entire country, not just a "cultural elite," of the enjoyment created by the arts.

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This special issue of the *Fiat Lux* is the last one in which Sharon Hoover's name will appear as faculty advisor.

For 15 years, she has guided students with wit, grace and charm. Her love for good writing has rubbed off on all of us.

Thank you, Sharon, for helping the paper and your students to grow and mature.

Editorial Policy: The *Fiat Lux* welcomes feedback from its readers. Letters to the editor will be printed in the order we receive them, and may be subject to editing for space purposes. Letters must be accompanied by name, address and telephone number. Address editorial comments to the editor care of Powell Campus Center.

The *Fiat Lux* supports the perpetuation of a broad and liberal education conducive to free speech. The opinions expressed in op-ed articles under bylines do not necessarily reflect the opinions of this magazine.

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Campus Living

by Sarah Goodreau

Walking across campus each day takes on new meaning for me as I see my friends who will be going off to jobs and grad school. I see people who were in classes first semester of my freshman year. "Oh, I remember her," I say to myself. And I smile and say "hello" to professors who have guided me through the last four years knowing that soon, I will not be able to stop in their offices and chat whenever I need to.

Seeing my friends, familiar faces and professors I am reminded of what I, and so many others, face. There is an uncertainty that hangs over me each day. Will I get a job? Where can I get a job? Do I live at home? Do I want to go to graduate school?

Seeing my friends, familiar faces and professors, I am reminded of what I and so many others face. There is an uncertainty that hangs over me each day. Will I get a job? Do I want to go to graduate school?

For two semesters I have been writing *Campus Living*, but in a few short weeks my life on campus is over.

The realization of graduation is one that hits seniors with a sort of unexpected "pow!" as we near the end of our lives here at Alfred University.



Each question lacks a concrete answer. And each presents changes I undoubtedly must face.

As I review the uncertainties and changes in my life, I look around the campus and see everything that has changed since that hot, sticky day in August of 1991 when I moved into Openhym Hall.

I will graduate in May with the last class to use Rogers Campus Center. Scholes Library was in Harder Hall. Barresi Hall was closed and the new Scholes Library wasn't quite finished yet.

Powell and Olin were in the works, and the Miller Building, I imagine, was a glimmer in someone's eye.

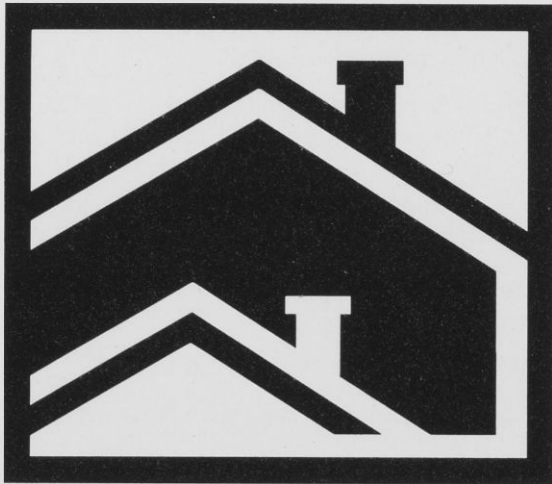
These changes serve as markers to remind me that nothing stays constant. In four short years our campus has been transformed. In four short years, I have undergone a transformation as well.

I look around the campus at buildings that have been torn down, remodeled and replaced with newer, bigger and better in their place. I look around the table in the student activities suite of the campus center and see the new members of the *Fiat Lux* executive board, of which I can no longer be a part. Young, new and perhaps better people have taken my place.

We who are about to graduate from Alfred have faced and will face many changes. But the underclassmen will experience change long after we leave. Next year they will see that glimmer of a building open its doors and another freshman class of Alfred University will move in on a hot sticky day in August. □

Living

Although some say the real world starts after graduation, the real world begins off-campus, and the first step is finding the right apartment.



Off

Your
Rights
Your
Responsibilities

Campus

Whether you are renting an apartment now or looking for one currently, keep in mind that you are a consumer.

As a consumer, making responsible and informed decisions *now* can save you from troubles when you least expect them.

Tenant's Rights

- A rental unit free of life, health and safety hazards.
- To seek code enforcement without retaliation by the landlord.
- Privacy in the rental unit as defined by law.
- Proper notice of the termination of a tenancy and the raising of rent.
- Utility service up to code and uninterrupted by the landlord.
- A court eviction.
- To have guests.
- A refundable security deposit.
- To rent a unit without regard to race, color, national origin, religion, age, sex, disability, marital status, sexual orientation or children in the family.

Tenant's Responsibilities

- To pay the rent when it is due.
- To report to the landlord all repair problems or damage.
- To respect the rights of other tenants and neighbors.
- To keep the property free of damages and health hazards.
- To not use the property for illegal purposes.
- To give proper notice when moving.
- To inform the landlord of all residents in the dwelling.
- To keep pets only with the landlord's consent.

Source: Responsible Living Off-Campus, from SUNY Brockport Division of Student Affairs



Beginning the search

The search for an apartment can start with bulletin boards across the campus—including the bulletin board on the VAX. Students can find anything from one-room to four-room apartments, leased or sublet, with or without utilities.

Students can also contact the AU Office of Residence Life for a list of local landlords. Although by no means an exhaustive list (apartments above Main Street are not listed), the residences provided are a good start.

And, with 43 percent of undergraduate and graduate students living off-campus, students looking for apartments probably know someone living in one. Ask friends and classmates where they are living, about the quality of the residence, about rent, the price and their opinion of the landlord.

Start off with a large list—it may shrink, so don't be too picky at the beginning.

And don't forget to start early. February may be too late to find an apartment for September. Some students consider November a good time to sign a lease for the following Fall.

If all else fails, place an "apartment-wanted" message on bulletin boards and the VAX bulletin board.



Narrowing down your choices Consider these questions when looking for an apartment:

How many rooms do you need? Are willing to have a roommate?

Will the rent you be paying be higher than AU's room cost?

How will you pay for the rent?

Many landlords require payment up front for the semester, while some only require monthly rent.

How much will the security deposit be?

How long is the lease? Some places have a year lease. Will you have to sublet your apartment over the summer? Do you need to stay in the apartment over the summer?

Will you have to pay for your own utilities?

Do you need or want to be within walking distance of AU?

If you have a car, will parking be available? Alfred's streets are snow emergency routes and Village law prohibits parking on streets overnight during the winter.

If you don't have furniture, you may want to consider getting a furnished apartment. You may also want to check which appliances come with the apartment.

Make sure your apartment is up to code

Gary Ostrower, professor of history at AU and a member of the Alfred Village Board, encouraged student tenants having problems with their landlords to get legal advice from Attorney Jerry A. Fowler.

According to Lynn Neu, an employee at Fowler's office, AU students can receive one hour of consultation with Fowler, paid for by the student senate of AU.

Richard Baltimore, the Village of Alfred code enforcement officer, said landlords must meet Alfred housing laws in addition to the New York State building code laws. Baltimore said the Alfred housing laws are primarily clarifications of state building codes.

Ostrower said smoke detectors, electrical wiring and plumbing were among things inspected when he applied for his certificate of compliance. The certificate of compliance is written verification that a property meets state and Alfred building codes.

Baltimore said landlords must also provide adequate ventilation and pest control.

Tenants may request inspection reports for a property they are renting or are interested in renting. The reports are public record and are available from Baltimore in the Village of Alfred code enforcement office.

State and Village building codes are also available from Baltimore.

If tenants suspect a code violation at a property, they should file a written complaint with the Village of Alfred, but Baltimore cautioned tenants, "before filing a complaint, put yourself in the landlord's position. If it's still a justified complaint, put it in writing."

Although Ostrower said tenants who suspect code violations "can call, and they should," Baltimore said only written complaints are considered formal. According to state law, he said, he cannot act on verbal complaints.

Knowing your rights and responsibilities

Do you know that as a tenant, you have the legal right to have guests up to 14 consecutive days and nights before your landlord can consider them residents? Or that the temperature in your apartment must be at least 68° Fahrenheit during the day when the outside temperature drops below 55°?

And do you also know how to be a responsible tenant? If you have anything that needs repairing, have you reported it to your landlord? Do you shovel the walks and driveway to your apartment when it snows?

If you don't know these rights and responsibilities, you should. By knowing your rights, you can protect yourself from discrimination, eviction without due process, unreasonable security deposit fees and generally unhealthy living conditions.

But rights always come with responsibilities, and many responsibilities are simple common sense. If you leave your heat cranked up to 75° for 24 hours a day, you might burn out your furnace. And while your landlord may have to foot the bill, you could find yourself without heat for several weeks.

Informing yourself of your rights and responsibilities is easy. Call the New York State Attorney General's Office information line at 800-771-7755. It's a free call, and it takes less than two minutes to give them your address. Within two days you will receive "Tenants' Rights." The booklet is an easy read with little legalese.

While Alfred University offers no information on tenants' rights, other colleges do. The State University of New York (SUNY) at Brockport student affairs office provides two pamphlets about off-campus living.

The pamphlets list both rights and responsibilities of tenants, and while a few are specific to the Brockport area, most of the laws and guidelines apply anywhere in New York. The SUNY Brockport student government can be reached at 716-

395-2550. SUNY Plattsburgh and SUNY Albany also offer similar information.

If you have materials on your rights, but still have concerns, you can call the Attorney General's Office at 800-771-7755 with specific questions or the Code Enforcement Office for the Village of Alfred at 587-9139. The Code Enforcement Office and the Attorney General's Office are set up to inform and protect you. If your concerns are legitimate problems, put them in writing and send them to the Code Enforcement Office for them to be considered a formal complaint.

As students, we are told that many of the experiences we have in college will be a foundation for dealing with "the real world." Learn to deal with it by taking the time to know your rights and responsibilities. The "real world" starts now. □

*written by Jesse Jack,
junior fine arts major*

#

Keep these phone numbers handy while looking for an apartment or renting one:

Richard Baltimore 587-9139
Village of Alfred Code Enforcement Officer

Attorney General's Office 1-800-771-7755
for New York State

Public Service Commission 1-800-342-3377

Jerry Fowler, attorney 587-8188
(on retainer for Alfred University)

Changing the face of AU

In the mid-1960s, Alfred University faced serious financial trouble. The chosen solution changed the ethnic make-up of the campus.

Today, as Governor George Pataki proposes the elimination of EOP and HEOP and the University again faces financial trouble,

Will money force another change in our ethnic make-up?



The scene: Alfred

The status: financial difficulty at the University coupled with concern about what the tight money will mean for the student body's ethnic make-up.

The year: 1965 or 1995?

The current concern about Gov. George Pataki's cuts in higher education spending sound eerily familiar.

Raymond Loh, Alfred University's director of opportunity programs, said that if Pataki's proposal to eliminate funding for EOP and HEOP programs passes the state legislature, 40 percent of all students in the opportunity programs will not be able to continue their educations.

AU has 73 students enrolled in these programs, EOP in the public-sector College of Ceramics and HEOP in the private-sector colleges. Most of the students in these programs are minority.

The University is expecting a budget shortfall of over \$500,000, as President Edward G. Coll Jr. told the Student Senate during his annual State of the University Address. Yet Loh said the University will probably pick up the cost for maintaining the opportunity programs, even if state support for the programs is eliminated.

Apparently, the University is more concerned with having a diverse student body today than it was 30 years ago.

At that time, AU was in financial trouble. Enrollment had

been declining throughout the late 1950s. The University has always had a small endowment fund, making its finances dependent on tuition revenue, which in turn depends on enrollment.

In the early 1960s, AU decided to de-emphasize its national recruitment programs and become an "upstate regional school," said Gary Horowitz, a former AU history professor and senior development officer.

Provost Ott explained that the change to an upstate regional school entailed an "almost open enrollment system" where any student could be admitted.

The University's primary concern was to raise revenue by raising class size, not the impact the plan would have.

HEOP are cut.

And the plan had an impact.

At a 1965 faculty meeting, a professor raised concerns about the impact the plan would have on the ethnic makeup of the student body, said Stuart Campbell, professor of history.

The concerns raised in 1965 were not about the racial makeup of the student body; they were about the religious makeup of the student body. The word "ethnic" had a very different meaning in 1965.

Campbell suggested that the professor who spoke up was probably concerned with furthering the decline in AU's historically large

Jewish population.

In 1952, one out of every four AU students was Jewish. By 1966, 14 percent of AU's students were Jewish. Today, six percent of AU students are Jewish.

Clearly, something happened to affect the size of the Jewish population at AU. The change to an upstate regional school played a part in the decline, a decline brought about by a plan to relieve financial problems.

Today, ten percent of AU's student body is made up of minority students. The University's strategic plan calls for at least nine percent of students to be minority.

Loh said "Alfred historically has had some difficulty recruiting minority students," pointing out that AU is in a rural area inhabited almost exclusively by whites.

But in 1960, seven black students were enrolled at AU. That was four years before the 1964 Civil Rights Act prohibited racial discrimination at colleges and universities.

Today, more than 200 minority students attend AU. That number could be jeopardized if EOP and HEOP are cut.

Although many reports coming out of Albany suggest that some funds may be restored for opportunity programs, nothing will be certain until the state budget is approved.

Provost Ott said the University may have to change its recruitment strategies if it will meet its goal of having a diverse student body. □

*written by Michael S. Zarkin,
junior history/philosophy major*

illustration by Clyde Gilliam

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Look who's coming to AU

In February 1960, a story of campus romance at Alfred was covered in New York City newspapers, *Time* magazine and *U.S. News & World Report*.

The daughter of the University treasurer, Dorothy Lebohner, was dating the star of the basketball team, Warren Sutton. The two ran off to New York City to be married after both withdrew from the University.

Their romance was the talk of campus, reported the *New York*

Herald-Tribune. But Sutton was black, a "Negro" in the term of the day.

Gary Horowitz, a former AU history professor and senior development officer, suggested that their romance might have played a role in the University's decision to transform itself into an upstate regional school.

He said the University may have wanted to avoid bad publicity, like what happened when Dorothy Lebohner's father,

Edward Lebohner, had a warrant sworn for his daughter's arrest as a "wayward minor."

Becoming an upstate regional school would reduce, in theory, the black student population of AU, making a romance like that of Sutton and Lebohner less likely.

A New York City police officer found the two in a Times Square movie theater. The Alfred police chief escorted Dorothy Lebohner back to her parents in Alfred.

Minorities lack support at AU

Alfred University's problems with affirmative action are representative of problems at colleges and universities throughout the United States.

Alfred lacks programs geared towards attracting minority students, and few minority students attend AU.

There is only one African-American faculty member at AU; there are no Hispanic faculty.

The EOP program, possibly the most successful program in recruiting minorities, faces severe funding cuts in Gov. George Pataki's budget. Jamal Wilson, an EOP student, said, "This seems like another step toward limiting the resources of disadvantaged students."

While most minority students attend segregated public high schools, 84 percent attend predominantly white colleges.

Perhaps it should not be surprising that even those minority students who make it to college do not stay there long.

For minority students, the problem starts early; in 1991 40 percent of whites entered pre-kindergarten classes. Only 31 percent of black children and 21 percent of Hispanic children did so.

Minority students are also more likely to drop out of high school. In 1992, 14.5 percent of blacks and 18.3 percent of Hispanics dropped out of high school, almost twice the rate of white drop outs. Of the blacks and Hispanics who do graduate, only about half continue their education.

This may be because many minority students come from high schools that are not racially integrated. In 1994, 74 percent of Hispanics and 66 percent of blacks attended segregated schools, gen-

erally in low-income areas.

A full third of both Hispanics and blacks attended schools that were at least 95 percent minorities.

Almost half of Hispanics and blacks grow up in poverty.

Those students who overcome the obstacles and make it to college may not be prepared for new challenges, especially going to a radically different racial situation. While most minority students attend segregated public high schools, 84 percent attend predominantly white colleges.

Perhaps it should not be surprising that even those minority students who make it to college do not stay there long.

Nationally, about 60 percent of Hispanic and black college students drop out before graduation; Alfred's situation is better, according to incomplete records in the office of opportunity programs. □

*written by Thomas Bermudez,
freshman ceramic engineer*

Breaking the language barrier

Alfred University's Hispanic students, even with degrees from a respected university, may still have trouble finding the jobs they want, especially if they lack language skills.

The Rodriguez couple graduated from medical school in South America and came to the United States to receive their licenses.

Since coming to America 18 months ago, they have been working as orderlies at a local hospital. They have failed the licensing exam several times because they are having trouble with the language.

Many Hispanics seek jobs in a high-paying market only to find it difficult to get ahead when they don't know English.

"In this country, Hispanics are stereotyped and stuck in low-paying positions," said Tomas Hernandez, director of student support services at

SUNY Brockport. "The language barrier prevents them from getting those jobs which they are qualified for."

Consequently, 20 percent of Hispanics end up in fields with little job security and no medical benefits. These fields, known as service industry, make up 13.7 percent of the nation's work force.

Hernandez attributes the difference in the percentages between the national and the Hispanic work force in service areas, in part, to problems with communication between the employer and the employee.

"Because the majority of Hispanics in

this country have immigrated in the past ten years," said Hernandez, "they have trouble overcoming the language barrier."

"In this country, Hispanics are stereotyped and stuck in low-paying positions. The language barrier prevents them from getting those jobs which they are qualified for."

Problems with the language barrier could explain why Hispanics have trouble securing high-paying jobs.

In 1992, one out of every four Hispanics in service occupations

worked as cleaners or servants—poorly paid fields with little job security.

At the same time, 348,690 Hispanics pursued advanced degrees at American universities. Only 22,317 found jobs in the field they held degrees in. □

*written by Charlie Vazquez,
freshman liberal arts major*

Cutting EOP & HEOP will impoverish all

Opportunity programs invest Alfred University with diverse student body

written by Michael S. Zarkin

Gov. George E. Pataki's proposed budget calls for eliminating the EOP and HEOP programs. This is one budget-cutting measure that we cannot afford—especially at Alfred University.

The EOP (Educational Opportunity Program) gives state funds to students from disadvantaged backgrounds to attend state-supported institutions—like our own College of Ceramics.

The HEOP (Higher Education Opportunity Program) gives state funds to students from disadvantaged backgrounds to attend private institutions—like the other colleges at AU.

These programs were instrumental in making AU the diverse community it is today.

In 1960, there were seven black students at AU.

More than 200 minority students attend AU today, some from the EOP and HEOP programs, others from the University's increased emphasis on recruiting minority students.

AU has become a more diverse place with students coming from all backgrounds and ways of life. These programs benefit not only those whose educational opportunities depend on EOP and HEOP.

We all gain from EOP and HEOP.

We learn invaluable lessons because of these programs. We learn to appreciate and to respect the cultures of others. We learn the traditions and practices of others.

We see that racial stereotypes are wrong. We see how badly racism, discrimination and prejudice can hurt. We see that intolerance cannot be toler-

ated.

We become better students, better citizens, better people because of these programs.

And Governor Pataki wants to cut these programs.

Surely New York State must balance its budget. Surely there is fat and waste to be trimmed from all state agencies. And surely the budget-cutters face hard decisions.

Yet cutting EOP and HEOP is wrong.

Beyond the tiny effect that cutting EOP and HEOP will have on the state's budget deficit, there is another problem.

EOP and HEOP are investments with incredible rates of return. For a small payment, we receive invaluable benefits.

Who can put a price tag on the benefit gained when students from poor backgrounds receive the educations that will allow them to better themselves?

Who can put a price tag on the benefit gained when we learn tolerance and act to stamp out prejudice?

The benefits far outweigh the costs of the programs.

All is not yet lost. Even now, action is being taken to restore funding for these programs.

Legislators and the governor are being deluged with mail and phone calls from angry citizens—and students.

Even if the budget passes with EOP and HEOP slashed, protests can still work. The state legislature can always pass supplementary funding bills.

Make sure you act. Write a letter. Call your elected representatives. Sign a petition. Speak up.

Balancing the budget by eliminating EOP and HEOP will impoverish us all. □

**We learn invaluable lessons from
the EOP and HEOP programs.**

**Tolerance and respect for cul-
tures and traditions not our own.**

**The lessons we will need to know
to live in a diverse world.**

Despite supporters' protests, the House and Senate may cut deeper into the National Endowment for the Arts and the National Endowment for the Humanities—even after last month when they passed a bill to reduce the current budgets by \$10 million in Congress' quest to balance the federal budget.



"It's raising my blood pressure," Gerar Edizel said. "It takes a great deal of maturity to protect the arts. It's alarming that some of our elected representatives seem to lack this degree of maturity."

Edizel's Visiting Artist Program could be one of many AU programs to suffer if the Endowments' budgets are cut further next year.

The division of human studies

sponsors three annual lectures with interest from an NEH endowment, division chair Thomas Peterson said. Text21, an upcoming investigation of the role of the written word, received funding from an NEH grant.

Professors in the division of human studies attend summer institutes and seminars sponsored by NEH grants. "I've done

three," Peterson said. "Two were absolutely oriented toward teaching. They aren't just private boons for the faculty; they keep the faculty alive, which is tough to do at a small isolated school like Alfred."

The School of Art and Design brings visiting artists to campus each year, said Gerar Edizel, assistant professor of art history, who coordinates the visiting



National Foundation on the Arts and Humanities founded at the request of President Lyndon Johnson.



Funding for the endowments grows under President Richard Nixon, because of the efforts of White House Counsel Leonard Garment.



President Ronald Reagan proposed cutting the endowments by 50 percent. His attempt was undercut by a task force led by Charleton Heston.



Sen. Jesse Helms, R-N.C., leads an effort to trim the NEA and stop funding for "offensive" art. He had only limited success.



The NEA received \$168 million in fiscal 1995. The NEH received \$167.8. Each agency lost \$5 million in mid-year recisions.



Lynne Cheney

"In a time when we are looking at general cutbacks in funding to welfare mothers and farmers, it is time to cut funding for cultural elites."

"Is there a cultural elite in nuclear physics? In surgery? In philosophy? What's the difference between these and the arts? Artists are not in the business of agreeing with the status quo and glorifying it."



Gerard Edizel

artist program.

This year, the program received a \$7000 grant from the NEA.

"With NEA support we can have yearlong artists in residence and 12 visiting artists and lecturers," Edizel said. "Without it, we can afford perhaps one or two visiting artists."

The visiting artists program brings prominent artists, critics and art historians to AU, Edizel said. "It increases awareness of discourse beyond the school."

Two of the NEH's former chairs have become the endowments' greatest foes.

William Bennett and Lynne Cheney, both Reagan appointees, spoke out against the agency at House subcommittee hearings.

Bennett said, "One of the most important contributions the new Republican majority can make is to challenge the core assumption of this city, which is that anything in life which is worth doing or having demands the involvement and financial support of government."

Cheney agreed that taxpayers should not be subsidizing scholarship and the arts in an era when both are so "culturally damaging."

"In a time when we are looking at general cutbacks in funding to welfare mothers and farmers,"

Cheney said, "it is time to cut funding for cultural elites."

"Is there a cultural elite in nuclear physics?" Edizel asked. "In surgery? In philosophy? What's the difference between these and the arts? Artists are not in the business of agreeing with the status quo and glorifying it," he said. "That's called propaganda."

The new Republican Congress owes nothing to people who support the endowments, said Robert Heineman, professor of political science. "If they're going to cut the budget, they're going to look for places that are politically useful for them."

Congress targeted the NEA and the NEH not for budgetary purposes, but as part of a social agenda, Peterson said. "I would put this in the context of anti-education."

"The arts are under siege everywhere it seems," Edizel said. "We're applying for a SUNY (State University of New York) grant this year. The SUNY budget is being slashed. The New York State Council in the Arts may not exist next year."

"If we lose the NEA, we will lose our greatest support for education in the visual arts," he said.

There is a history of this kind of political attack on the arts, Edizel

said, going back to the first Red Scare and the Works Progress Administration.

"Some politicians would like to see a kind of art that is noncritical or would support their cause," he said. "They would like propaganda art."

"It takes a great deal of maturity to protect the arts. A democracy that does not allow for and support criticism can not survive as a democracy."

In the United States, both federal and state governments spend less than one dollar per capita per year on the arts, Edizel said. "The Germans spend \$36 per capita, the French probably more."

Marc Sackman, director of bands, who has lived in Germany said the city of Berlin spends \$800 million a year to support the arts. The NEA and NEH are currently budgeted to grant \$340 million in 1995.

"The cuts have nothing to do with saving money," Edizel said. "They have nothing to do with cutting the budget. The NEA is a pebble on the beach."

Sackman said, "Cutting the NEA and NEH to balance the budget is equivalent to your uncle giving you \$20 to go to Alfred." □

*written by Jonathan Springer,
junior computer science major*



BREAKING THE CHAINS OF ABUSE

"Was I abused by my parents?"

Troy repeats the question only after dropping his head so his long hair falls across his face. He concentrates on picking at a loose flap of leather hanging from one black boot.

"My Dad, he beat me," he says slowly without looking up. "I remember a time I was caught shoplifting art supplies. When he found out, he slammed a sliding door on my head, again and again."

Troy looks up to show large brown eyes, glassy with unshed tears. "All the time he was doing this he was shouting at me, 'This is how you make me feel!'"

Domestic Violence

The FBI reported in 1987 that an act of adult domestic violence occurs every 15 seconds, more frequently than any other crime in the United States.

Based on this data, one New York State resident is victimized by physical violence in the home every three minutes, 20 every hour, 432 every day and 157,680 every year.

Troy*, an art and design major at Alfred University, is one of what may be many young people escaping violent or abusive homes to seek an education.

"More young people from abusive homes seem to be getting to college," says Norman Pollard, director of Alfred University counseling services. "That says something remarkable about the human spirit."

Troy is one of the survivors, but surviving is only the first step in what can be a long process of hurting and healing. To break the cycle of abuse, counselors say victims must reach a point where they are ready to seek out ways to heal themselves. That means survivors must allow themselves to remember and to feel pain.

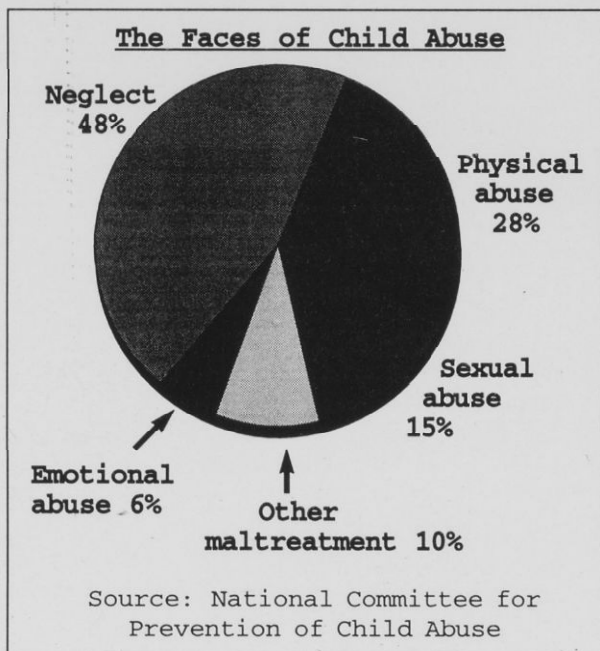
Jane Middleton-Moz, a nationally-

renowned speaker on trauma resolution who visited Alfred University in March, says traumatic experiences should be followed by normal reactions to trauma, but in situations like domestic violence, that reaction is often stifled. "Children of trauma grow up in families and communities where emotions are stimulated regularly but the reaction to those emotions is blocked."

Gail Walker, an Alfred University professor of psychology currently writing a book about trauma resolution, says people may choose to block resolution of trauma themselves.

Walker, standing 5-foot 4-inches and speaking with a Texas twang, holds her students in rapt attention when she lectures in the front of a room. At the end of a class, several students stop and talk quietly with her about a hurting friend or a sibling in trouble.

"Most people don't like unpleasant feelings; we don't like to feel pain," she says. "And, unlike trauma from war experiences that you can go down to the bar and talk over with your buddies, domestic violence is an individual and secret thing. For these victims it's a private terror, and to tell the secret means you'll get hurt, beaten



like unpleasant feelings; we don't like to feel pain," she says. "And, unlike trauma from war experiences that you can go down to the bar and talk over with your buddies, domestic violence is an individual and secret thing. For these victims it's a private terror, and to tell the secret means you'll get hurt, beaten

Defining Abuse

Domestic violence is commonly thought to be wife battering or the physical abuse of children. But the Family Violence Task Force of Allegany County calls domestic violence "any pattern of physical, emotional or sexual abuse that takes place between two people who share a home or relationship."

The Task Force defines several forms of domestic violence:

- **physical abuse** such as slapping, hitting, punching, stabbing and withholding medication or medical care.

- **emotional abuse**, which includes constant criticism of a person's ability and competency and name-calling.

- **psychological abuse**, including controlling access to friends, family, school or work, forced isolation, intimidation, blackmail and threats.

- **sexual abuse** or forcing sex and treating a person in a sexually-degradatory manner.

- **economic abuse** or attempts to make a person completely dependent on the abuser for money, food and shelter.

*This article is based on interviews with AU students. The students' names have been changed to protect them.

or killed.”

And this secret is an additional painful burden for a young adult struggling to adjust to other difficulties of college life—dorm-living, alcohol, drugs, dating and classes.

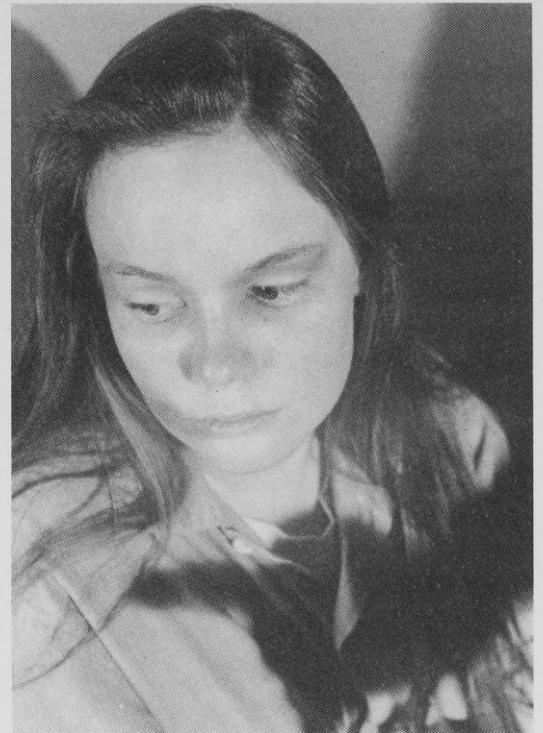
Sexual abuse can be one of the more devastating forms of domestic violence, so much so that victims may refuse for many years to acknowledge they were abused. And, like other forms of domestic violence, sexual abuse often occurs between a child and a caretaker or relative.

According to award-winning writer Heidi Vanderbilt, incest is “any sexual abuse of a child by a relative or other person in a position of trust and authority over the child. It is the violation of the child where he or she lives—literally and metaphorically.”

Pamela Shultz, an assistant professor of communications at Alfred, chose sexual abuse as the topic for her doctoral work. She has studied the ways survivors of sexual abuse and abusers tell their stories. From their accounts, she says we learn sexual abuse is about power and control.

And this doctoral work, along with counseling and time, helped Shultz realize and recover from her own experiences with sexual abuse. Sitting comfortably in her brightly decorated office, she speaks calmly and frankly about the night she remembered.

“It was during the time I was beginning my Ph.D. work that I had my revelation,”



she says. “I came to the realization that I had been sexually abused. It had been long-term abuse too, but I’d blocked it out of my mind.”

Shultz says she makes some of her peers in academia uncomfortable because she insists on calling child sexual abuse a form of communication.

“When this abuse takes place, it tells children what a child’s place is, who has the power and it tells them what role they will play as adults. Victims of sexual abuse are taught that they are nothing more than sexual objects.”

Before realization occurs, victims of child sexual abuse may exhibit a variety of external clues, including obesity or eating disorders, sleep disturbances, panic attacks, alcohol and drug abuse and promiscuity.

“Generally, child sexual abuse causes victims to feel a loss of self-control. These people often get into relationships that will lead to domestic violence,” she says.

In the end, Shultz says, a victim of child sexual abuse will not deal with the fact they have been abused until they’re ready.

Other types of domestic violence are less recognized than physical and sexual abuse. They don’t leave bruises on the skin, break bones or draw blood. But the victims of psychological, emotional and economic abuses say these experiences can leave deep scars.



Domestic Violence

Joshua, a scholarly-looking young man who grew up in a traditional Jewish household, says his parents emotionally abused him.

"I grew up hearing my parents tell me I was stupid, that I was worthless. They said I'd never amount to anything. And for so long, I believed them. And sometimes I still do."

He looks at the coffee mug gripped tightly between his broad hands and shakes his head. "I guess that's why I want to go to law school. I want to prove them wrong and I want to be financially free of them."

But Joshua says he doesn't blame his parents for the way they treated him. Instead, he has traced a history of abuse in his family, if not to its roots, then at least far enough back to understand the abuse has repeated itself through generations.

"I know that both of my parents came from abusive households. My mother was raped by her stepfather, my grandfather was as abusive to my father as my father was to me."

As Middleton-Moz explains, when trauma is not resolved, it repeats itself.

"People don't decide they'll grow up, have a kid and screw that kid up," she says. "When a parent who suffered a traumatic experience doesn't resolve that trauma, they bring post-traumatic stress into a new fami-

ly. And children learn behavior, whether that behavior is battering, alcoholism or playing the role of victim."

Neglect is the most common form of child abuse and the least reported according to *The Complete Home Guide to Mental Health*. Parents of neglected children fail to provide adequate physical care and supervision.

College may be the safest place for young people from violent homes to face their fears and resolve the trauma they experienced.

"We are seeing more students who are coming from violent families," says Pollard. "I'm not sure if it is because there's more violence or because there are better services in place for people to get help. There's certainly greater awareness about domestic violence—television commercials, radio and publication ads, lesson plans in schools. These all send the message that if you're being hurt or abused, you can get help."

Despite recent efforts to increase awareness, people who suffered abuse while growing up often do not understand the abuse can lead to other troubles as they try to adjust to college life.

"The freshman students who come here often take the violence or abuse that occurred in their homes for granted," says Cathie Chester, a counselor at Alfred University. "They simply aren't at the point of being



able to evaluate the impact of the abuse on their lives."

But as these students grow older and become juniors and seniors they begin to visit the counseling center again because of problems in their dating relationships.

Professor Walker says, "The surest sign someone came from a violent home where they may have been abused in various ways is when they end up in abusive dating relationships."

In a national survey conducted in 1981, 22 percent of college students reported experiencing physical violence in one or more dating relationships. When the National Institute on Mental Health surveyed 3,187 female college students in 1985, one in four reported having been victims of rape or attempted rape since age 14, 82 percent by someone they knew.

Victims of domestic violence may also exhibit various forms of self-destructive behavior such as excessive drinking, self-mutilation and drug use.

"Even little things like not caring if you get hurt while playing a sport can be warning signs. People who were abused as children were never taught to cherish themselves. They don't know the good boundaries of problem-solving," says Chester.

These students will do anything to feel, or not to feel. They drink and take drugs to medicate themselves. Some mutilate their bodies, cut themselves and pull out their hair in order feel anything other than numbness.

Faculty, peers and staff may find it difficult to help students from abusive families. These young people will have difficulty trusting others, may suffer from depression and almost always lack self-esteem.

But Pollard and Chester encourage AU faculty to refer to the counseling center students they are concerned about.

"I would tell faculty to always take their thoughts or feelings about a student very seriously," Chester warns. "Faculty don't have to solve the problem or parent the child. They can choose to have a student-to-teacher discussion and they can refer that student to us."

The counseling center has distributed a referral guide to all faculty and staff that explains when and how to encourage a student to seek counseling.

The counseling center also trains resident

assistants and directors at the beginning of each academic year.

"We give R.A.'s and R.D.'s a guide about depression and suicide," says Chester. "They're taught how to confront in a helpful way and to refer troubled residents."

And a new drug and alcohol program at AU may begin to address some of the substance abuse problems on campus.

"We're not at the stage where we're asking why students are drinking or doing drugs," says Ian Neuhard, the alcohol and other drugs coordinator. "We're simply asking *what* students are doing at this point."

But Neuhard expects that as the program matures, he will begin to explore why AU students abuse alcohol and drugs.

Even if students begin to address their problems on campus, the abuse at home may persist. Students like Troy say they simply want an alternative to going home during breaks.

"We will help students explore all other options," says Chester. "We'll assist them with going back or with not going back. But our number-one criteria is safety for the student."

Sometimes, people can escape the cycle of abuse. By attending counseling, engaging in healthy activities and forming healthy relationships, victims of violence can achieve peace—with themselves.

"I had one hell of a time when I first came to college," says Elizabeth, an attractive senior with an open smile and bright eyes.

She sits on the steps of Kanakadea Hall enjoying an unexpected afternoon of early spring sunshine. "It was tough and there were times I thought I'd never get through it," she says. "I drank every night my freshman year and continued to abuse alcohol until the middle of this year. I hopped from bed to bed trying to get someone to care about me. I couldn't keep friends and didn't make friends worth keeping. I tried to kill myself."

After saying this, she smiles slightly, closes her eyes and continues speaking.

"But things have gotten so much better for me this year. I'm attending regular sessions with my counselor, I've stopped drinking and my grades have gone up. It hasn't been easy trying to recover from eighteen years of physical and psychological abuse. But, for the first time. . ."

She pauses and opens her eyes. "For the first time, I feel free." □

Support Groups

Allegany County
(716) 593-5322

Wyoming County
(716) 786-3300

ACCORD Corp.
(716) 268-7605

Wyoming County
Domestic Violence
Program
(716) 786-2010

Hotline Numbers

Domestic Violence-
English
800-942-6906

Domestic Violence-
Spanish
800-342-3720

Child Abuse
800-342-3720

Child Abuse and Neglect
Prevention
800-342-7472

Incest Survivors
800-346-2211

Crisis Hotline
(716) 593-5706

Counseling

Alfred University
Counseling
871-2300

Wellsville Counseling
Center
(716) 593-5706

*written by Darcia Harris,
senior communications major*

*photo illustrations by Darren
Miller, senior fine arts major*

Jobs Available Intern or Co-op experience required

In *The Economist*, Robert Reich, U.S. secretary of labor, said that a college degree is still a ticket to a safe place in a shaky economy.

But only if that degree is backed up by work experience, says the first-ever study by the Census Bureau of training, hiring, and management practices in American businesses.

It reports employers rely less on grades and recommendations and more on an applicant's "attitude, behavior and job experience."

And employers are no longer hiring students straight out of school and placing them in career-track jobs.

Ann Baldwin, director of placement and cooperative education for the NYS college of ceramics, says, "You need to have internships or co-ops. Companies are looking for people

who have experience. It is truly the basis of getting the job, regardless of major."

Spotlight on Career Planning, Placement and Recruiting, a career services newsletter, reports that "companies are hiring; the bad news at least for the class of 1995...competition for jobs especially for graduates without co-op or internship experience will probably remain fierce."

Only engineers need apply?

That work experience, so crucial in getting a job, is easier to attain for some AU students than for others.

A record high 23 students—all mechanical, electrical or ceramic engineers—are on co-op this semester.

No such program exists for other majors. While Baldwin will not turn students away, the only liberal arts students she can usually place are computer science majors.

Baldwin says she doesn't know why there isn't a co-op program for other liberal arts and

College
Degree

Resume

Internships/
Coop exp.

Contacts

Computer
skills

Career
Services

Hard Work

science and art and design students. "At many schools these programs start with engineering. It takes a lot of time and work to set these programs up with companies."

Baldwin's office works with several companies such as Pacific Northwest Laboratories and CertainTeed. She is also currently meeting with five more companies to set up co-op programs. Baldwin will also help students who want to set up co-ops on their own.

All majors in the College of Liberal Arts and Sciences are "encouraged" to do an internship. But unlike the co-op program which brings companies to campus, students wishing to do an internship are pretty much on their own.

Jennifer Ward, a sophomore communications major, will be interning with Times Mirror this summer in New York City.

Ward said that internship listing on the VAX was helpful, and her advisor helped her, but, "I was basically on my own."

"You have to take the initiative," Ward said. "I looked through magazines and found places I liked. I wrote everywhere. I sent out 70 letters and resumes."

Christine Grontkowski, dean of the college of Liberal Arts and Sciences, said that students are going to their advisors and department chairs to get information on internships, and that's not necessarily the way it should be.

Liberal Arts students are supposed to be going to the career services office for this type of assistance.

She said that professors at AU are asked to do a lot—teaching and advising, research and community service. "It's a balancing act, and it's not an easy one. Professors have to make compromises with themselves and with the system. In LAS, compromises are almost always made in favor of the student, but sometimes things like internships fall through the cracks."

Grontkowski hopes to have a listing of internships for Liberal Arts students ready for the fall, "It's just a matter of resources. A few tens of thousands of dollars would work miracles in a place like this, but we just don't have it," she said.

While there is not a co-op program designed for the College of Business, an internship is more readily

available. In fact it's a requirement.

All business students must complete a field experience project—an internship or a core of classes that provides hands-on experience—in order to graduate.

So does an co-op or internship guarantee a job? No, but...

George Dale and Matt Wheeler, both ceramic engineers, did co-ops with CertainTeed company last semester. They agreed that it was an important experience.

"Even if a co-op experience is miserable, it helps. It gives you that extra edge. If I hadn't done it, and was up against someone who had done a co-op, it could keep me from getting the job," Dale said.

While there are not guaranteed jobs from CertainTeed when they graduate, they both have a good chance. "The company only comes to AU for co-op students and they just hired two people who did co-ops with them in the last two years," Wheeler said.

Joe Gow, director of communications studies, says that internships are beneficial, but they don't necessarily guarantee a job at the company you interned with. "Everyone who does an internship has a unique experience. There are no set rules."

Grontkowski says that for areas such as the bio-technical field and the computer industry, "internships are terribly valuable."

While an internship isn't a sure way to get a job, it's a place to start. "If it comes down to doing or not doing an internship, I would always do it," Gow said.

But that's not all...

All students, engineering and business majors included, have to work to get work.

"Looking for a job is a full-time job," Baldwin said. "I know one graduate student who spent well over 40 hours applying at one company."

Chuck Schultz, director of career services, agreed and added that there is a "job search problem. But some of the same rules still do apply. Networking is a key."

Networking—the process of creating a web of contacts—has taken a new twist in the '90s. *Newsweek* reports that companies can no longer afford large scale recruiting efforts and have to turn to cheaper venues such as the internet system.

Computer skills have always been important in the work world, now they are a must.

So many factors figure into finding a job—a magical formula that the job seeker is never really sure of. "Companies are tired of people who are just there. They want enthusiasm, as well as skill," Baldwin said. □

*written by Sarah Goodreau,
senior communications major*

Using career services starts in freshman year

Baldwin points out that her office is not for seniors, it is for freshmen and sophomores.

Students need to begin the process as freshman by using the career services office and the services that it offers, such as resume and cover letter writing workshops, interviewing workshops, books and lists of internship and job opportunities. There is also OLE, on line to employment, a service where students are sent information on internship possibilities. Students can also talk with counselors about their options for the future.

Students should also be working with their advisors, and should be resume building in their freshman year.

Job market continues shift to service

May is almost here and college graduates will soon be called upon to join the world of employment—or so we hope.

Every day we open a newspaper or turn on the television we hear unemployment figures. For graduating students, this is important news.

Chuck Shultz, director of career services at Alfred University, said, "With the downsizing of major employers like AT&T, Kodak and many others, entry level positions are scarce and college graduates across the nation will find it increasingly difficult to find employment."

Jerry Palmer, vice president of Standard Products at Dresser-Rand of Wellsville, said he heard of a tool manufacturing plant in Japan which employs twenty people who work an eight-hour day programming the machines. At five p.m. they shut off the lights, turn on the machines and go home. Those machines manufacture parts all night long.

Such news is great for consumers because of the result in cost reductions. But this kind of automation is a nightmare for employees.

The concept of doing business will shift from producing a product to providing a service. The service sector of our economy has grown through the last decade to offset most layoffs and to keep unemployment figures stable. In October 1994, 77 percent of the

non-farm jobs created in this country were in the service industries.

Mehmet Karaaslan, professor of economics at AU, said, "The growth in service industries will continue to grow, because they actually create more service jobs." This is to say that creations, like the electronic super-highway, have actually created many new jobs. These jobs are spinoffs of the new technologies.

These include engineering, accounting, computer programming, sales and fast food operations.

The U.S. Department of Commerce reported a loss of 774,000 manufacturing jobs from 1970 to 1993. In *Where We Stand* Michael Wolff estimates within the next 20 years as little as five to 10 percent of our economy would be made up manufacturing jobs. Graduates need to recognize this change and take advantage of it, by looking where the jobs are.

Up until the last twenty years, manufacturing has been the backbone of America. It gave people higher incomes, shorter work weeks and a retirement plan with benefits. But that is no longer true.

Real income, which in simple terms compares how much your money buys today compared to in the past, is falling. Good benefits are also hard to find with a job today.

According to the United States Department of Education from 1987 to 1991 the annual salary of a bachelors degree recipient has dropped 3.3 percent in 1991 dollars.

That is over three percent in just four years.

Frightening. Parents' hope their children can make a better living than they did, but that soon may become impossible. Today it is a matter of making ends meet.

Another growing trend in business today is the movement of

in 1992. Most of this was in the areas of computer programming, engineering and other consultant activities. Most products of these companies can never actually be handled and have come to be known as soft technology.

Most foreign markets have technologies of lesser quality than in the United States. This makes for a great number of opportunities for United States companies.

Many companies including service companies, are turning to the part time or temporary agencies to fill their man power needs. This will make it possible for companies to hire only when they need the help saving the company the costs of paying benefits. "Benefits can be worth as much as half a person's salary," said Palmer, making benefits a key place for employers to cut.

However graduates can still find jobs. Shultz said, "A bachelor's degree is still the ticket to getting a job." But it may be in something other than a student's major.

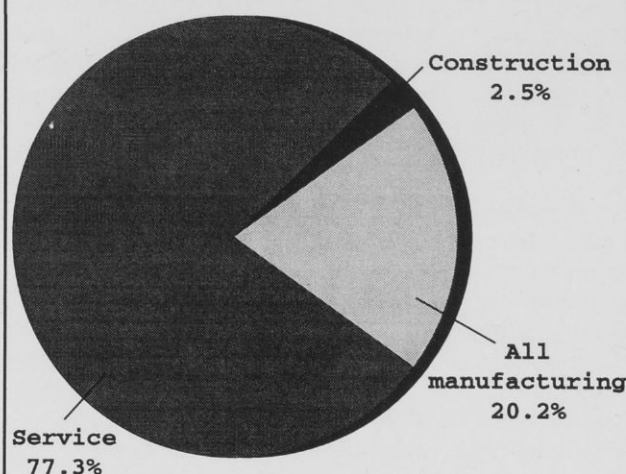
Palmer and Shultz both emphasized that graduates be as extensively active in using computers, not only for word processing, but to solve real world problems.

In addition Shultz said, "People skills are one of the most valuable skills to graduate with, and jobs are available in technical sales and other promotional professions," where these skills are extensively used.

The job market is very difficult to enter, but it becomes even worse when we look in places where jobs are diminishing, rather than where they are growing. So look where the jobs are today and in the future—not where they were in the past. □

*written by Jason Mattison,
junior business major*

Jobs Created in October of 1994



U.S. Labor Department Survey

American business overseas. In nearby Cortland, NY Smith Corona, a typewriter manufacturer moved South to Mexico in 1993 leaving behind 875 unemployed workers.

As Jerry Palmer stated, "It's just plain matter of dollars. The regulations put on many manufacturing industries just make it far more profitable to go overseas."

Another major reason that the manufacturing industry is moving overseas, "is the opening of so many markets such as the old eastern bloc countries, and other countries in the Pacific Basin," Palmer said.

A great deal of business with overseas markets includes service business. The United States held over 16 percent of the global service industry

AU: Apathy University?

Many Alfred University students complain that they're bored and there's nothing to do here by the banks of the roaring Kanakadea. But they shouldn't say that in front of an admissions officer, as the truth is rather different.

Alfred University prides itself on providing a wide range of activities for its students. Clubs, organizations, athletics, performing arts: all are outlets for student energy and participation.

But there are always students who manage to find an excuse for complaining of boredom. The facts suggest, however, that most students take advantage of what Alfred has to offer.

One-sixth of the undergraduate student body played in intercollegiate sports during the 1993-94 school year, according to a report compiled for the October 1994 Board of Trustees meeting.

About 1200 students play in intramural competition, said Kenneth Hassler, director of intramural sports and recreation. More than 20 intramural activities are offered each year.

As many as 300 people use the fitness center each day, Hassler said. Another 60 to 70 people participate daily in the aerobics program.

William Peeples, a sophomore philosophy major, plays intercollegiate track, intercollegiate football and intramural basketball. He said that athletics can prevent restlessness and "serve to unify any community."

Schedules of athletic events are readily available on campus and in the Village of Alfred.

But not everyone cares about sports.

Raquel Penzo, a sophomore environmental studies major, said she "doesn't know and doesn't care" about Alfred athletics.

Brian Fitz, a senior communications studies major and station manager of campus radio WALF-FM, said he knows "absolutely nothing" about Alfred athletics.

"I am very involved around campus and sports have never drawn enough of my attention for me to get involved," Fitz

said.

There is more to Alfred's student life than athletics.

Marcus Sopper, a senior psychology major, is heavily involved in performing arts, both in acting and in technical work. He described acting as "a great rush ... another way to creatively express yourself."

About 220 students work in theatrical performances each year, said Becky Prophet, chair of the division of performing arts. About 200 students perform in various musical groups, including some who are in more than one ensemble. About 30 perform in the dance program.

Four plays and fourteen concerts featuring student performances run every year, Prophet said.

Additionally, clubs and organizations from Shades of Ebony to Son Life to the Science Fiction Club to AU Earth Watch offer opportunities for involvement, activism and leadership. When combined with an active Greek system and nightly events in the campus center, there is more going on than any one student could possibly attend.

But Amanda Poole, a sophomore English major, said taking advantage of what AU offers isn't a must. "You don't need to be involved in school clubs to make Alfred an interesting place," she said.

Poole, an honors student involved in Amnesty International, said schoolwork takes up much of her time, leaving her social life as an opportunity to "let off stress."

"You can't be focused on work 24 hours a day—it's not very healthy," said Poole. Adding that she enjoys coffeehouses, parties, concerts and dances, she said, "Alfred is pretty limited in opportunities in terms of excitement."

Juston Hasz, a sophomore ceramic

engineering major, agreed with Poole's assessment, saying his academics take up most of his time. Although he used to be involved with Forest People, he said that if he had more free time, he probably wouldn't participate in many activities.

"They don't sponsor events that I would do," Hasz said, although he said Alfred could benefit from having an over/under club with campus bands.

Despite problems identified by some students, Daniel Napolitano, assistant director of campus activities, said the effort put in by student activities can be seen just by looking at the calendar.

"We are working very hard to supply entertainment almost every night," Napolitano said.

Steven Harpst, director of student activities and the campus center, said he realizes there isn't much to do in the area surrounding Alfred. "We try to balance by providing as much as we can on campus."

Tricia Debertolis, graduate intern in student activities, said some students devote much time to school and work and just don't have the time to be very involved in campus clubs and events.

Jeffrey Janicki, assistant director of the campus center, said the University tries very hard to develop programming for all students on campus, but some students, whether busy or overly choosy, won't attend the functions.

"That doesn't mean we are going to stop trying," Janicki said.

Even those students who expressed little interest in University-sponsored events seemed content with other sources of recreation, be it a party or just hanging out with friends. □

*written by Jonathan Baum,
sophomore communications major*

Debating drug- and alcohol-free residence halls

Tomas Gonzalez, Alfred University coordinator for residence life, suggested that alcohol- and drug-free residence halls may be coming to campus.

This could be because of a downward trend in alcohol and drug use among 18-25 year-olds. A 1993 national household survey on drug abuse shows that alcohol use dropped 5.1 percent and marijuana use dropped 1.8 percent from 1991-92.

Gonzalez said the new-style living arrangements would be implemented in 1996 because "we didn't want to bump students from their current living arrangements."

Although college students and alcohol are often thought to go hand-in-hand, today's students are often concerned about the problems drinkers cause for non-drinkers, according to the Harvard School of Public Health. These problems range from disturbed sleep to assault.

Frank Carcone, a freshman liberal arts major on the football team, said alcohol-free residence halls are "a good idea. I think it would take a large majority of the underage drinking and partying off-campus."

Maxwell Heagney, a sophomore business administration major on the lacrosse team, said he likes the idea, but "they shouldn't just throw people in them. The students should get a chance to choose. However, if the University doesn't find enough people interested in the residence halls, the plan would be a waste of time and money."

Sean Reagan, a senior ceramic engineering major, said he saw nothing wrong with the idea. "It would give people who don't want to drink an outlet."

Michael Bojdak, a graduate assistant football coach, said "It is fine if people who are in those residence halls don't want to drink. I just don't believe it should be a mandatory type of thing."

Although most students said there is enough interest, some did not. Adam Groesback, a junior ceramic engineering major, said he didn't think there is enough interest. "If there were such a residence hall, it would only house 15 to 20 people. It would cost too much money for such a small number of

people.

"I can remember when I first came to Alfred. I didn't drink at all and I was never bothered by a drunk student," Groesback said. "When I was working on security, I can't recall any problems we had with non-drinkers being bothered by drinkers."

Ian Neuhard, alcohol and drug educator, said he thinks there is more than enough interest for alcohol- and drug-free residence halls. "National statistics show that one-third of college students drink very little or not at all."

Associate Provost Susan Strong said, "Every year a handful of students will comment there is an excessive drinking problem on campus and they want to leave."

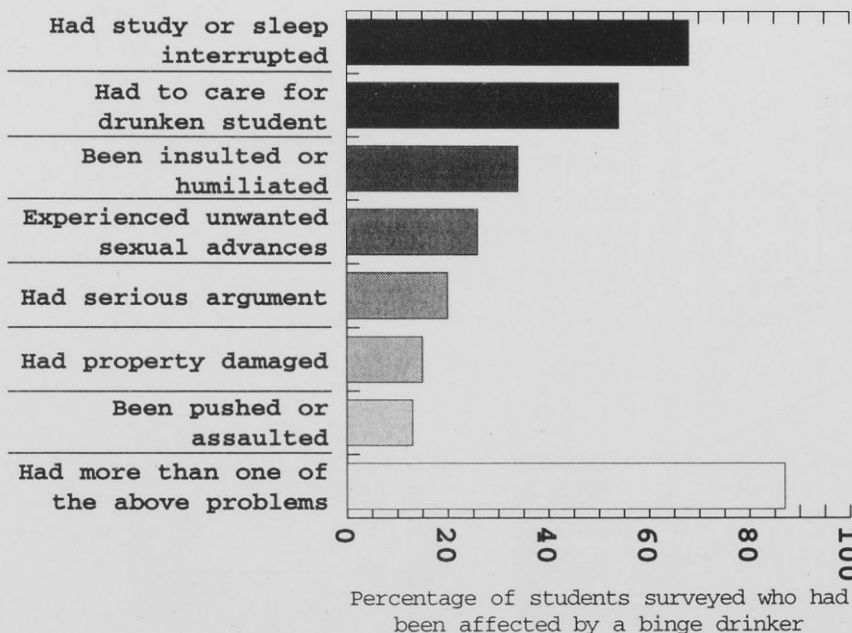
The movement for alcohol- and drug-free residence halls is nationwide, reported *Time* magazine. The University of California at Berkeley now has alcohol-free residence halls.

Susan Smith, AU associate dean of residence life, was unsure when the substance-free residence halls would be up and running. "There have been a lot of plans. Nothing like that can happen too quickly. We hope to have some serious plans by next fall."

However, the University residence life policies and procedures statement already states that all residence halls are to be drug-free. "The sale, possession, purchase or use of marijuana, habit forming barbiturates, amphetamines, hallucinogens or other addictive or illegal drugs on University property is prohibited."

Additionally, University policies state that no under-age students are to "possess, purchase or consume alcohol. ... No person is permitted to provide an individual under the age of 21 with alcohol. The only exception in a residence hall is within the privacy of one's own student room, suite or apartment and where **all** individuals consuming an alcoholic beverage are 21 years of age or older." □

*written by Jeffrey Aurelia,
sophomore liberal arts major*



The troubles that "Frequent Binge Drinkers" Create for Others

Source: Survey of 140 U.S. colleges by the Harvard School of Public Health

"Frequent binge drinkers" were defined as those who had at least four or five drinks at one time on at least three occasions in the previous two weeks.

These figures are from colleges where at least 50% of students are binge drinkers.

From the Humble Saddle of my HIGH HORSE

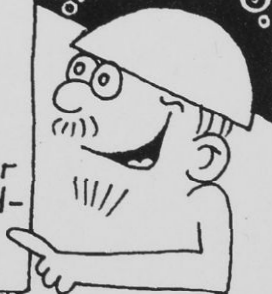
Words by Fup Duck
Art by Steve Skeates

I'm not a person
rampant with
peeves, either
pets of my own
or loaners rubbed
off from
acquaintances or
friends.

None of the commonly
mentioned ones irritate my
bippy in even the vaguest
way.



My spouse
doesn't snore,
my bookkeeper
doesn't pick
her nose while
at her desk,
and my type-
setter only
mumbles out-
loud when under
full blown dead-
line stress...

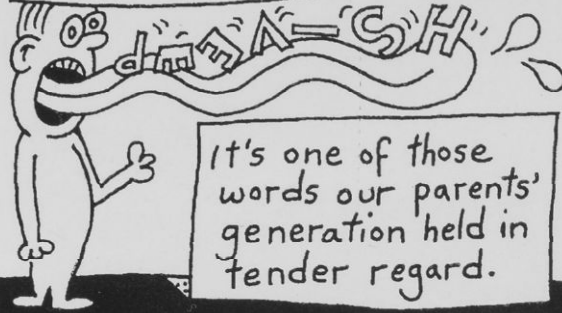


...so maybe
I simply don't
come into
everyday
contact with
things which
cause peeves
to occur.

Great
word,
P-E-E-V-I-S-H.



Rolls well, and does that sounds-like-what-it-is thing that I can never remember the literary term for.



It's one of those words our parents' generation held in tender regard.

When at the age of eight or so I was accused by my mother of peevishness, my response was that I'd just gone to the john, and really didn't need to again so soon, thank you very much.



But I digress.



I said not rampant; not non-existent.

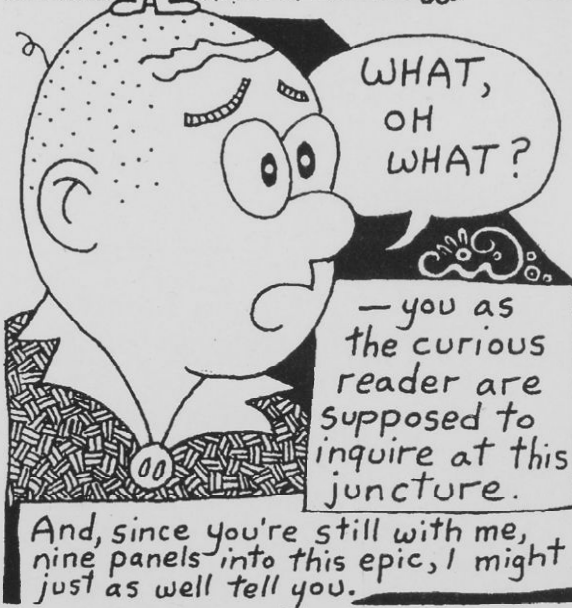


There is one human trait with which I peeve...

...but on reflection I don't think the word PEEVE really does my sentiment justice at all.

Abhor, maybe, or detest; peeve hardly covers even the rough edges of my feelings.

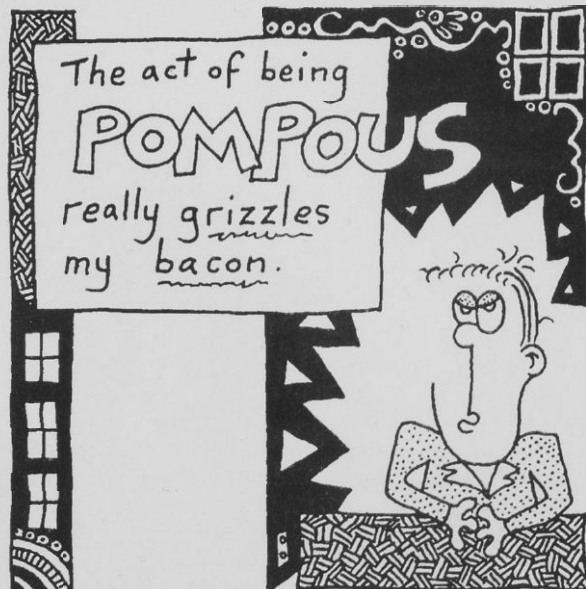
WHAT, OH WHAT?



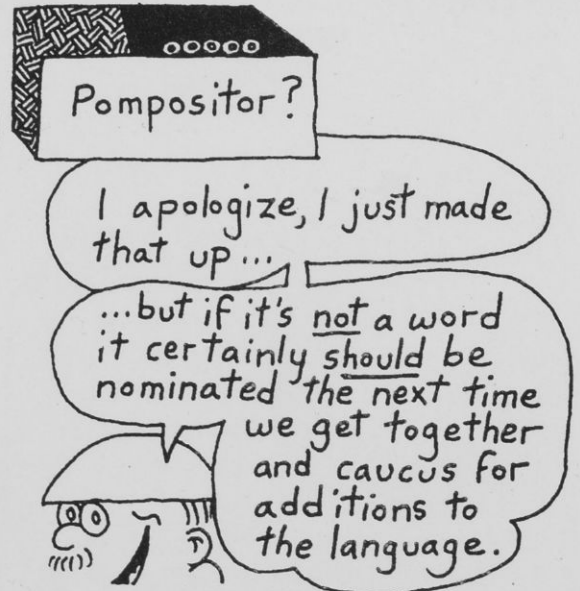
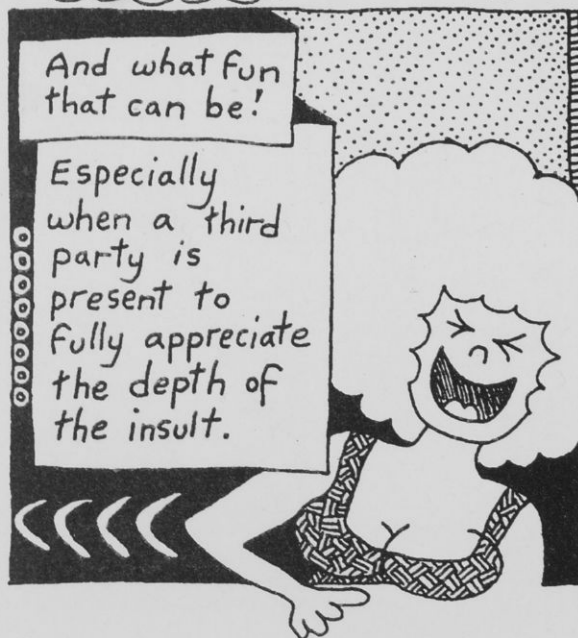
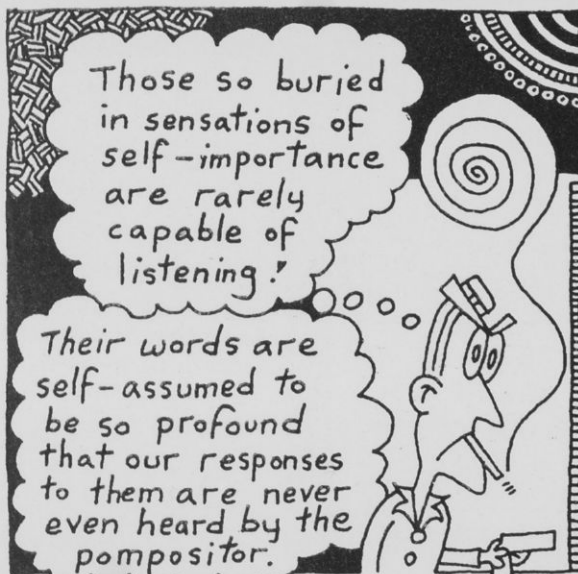
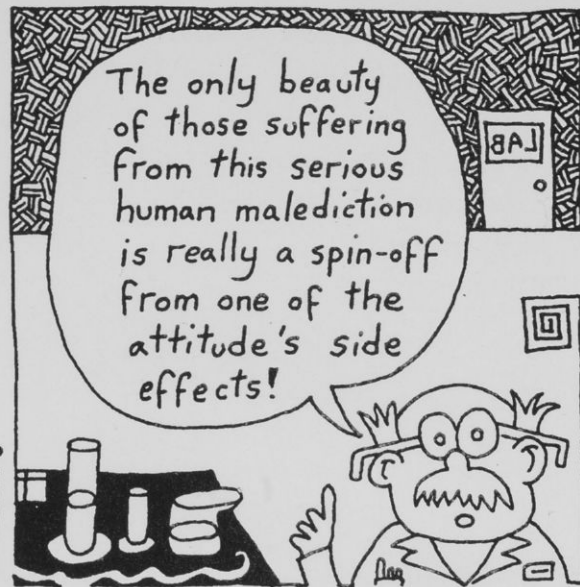
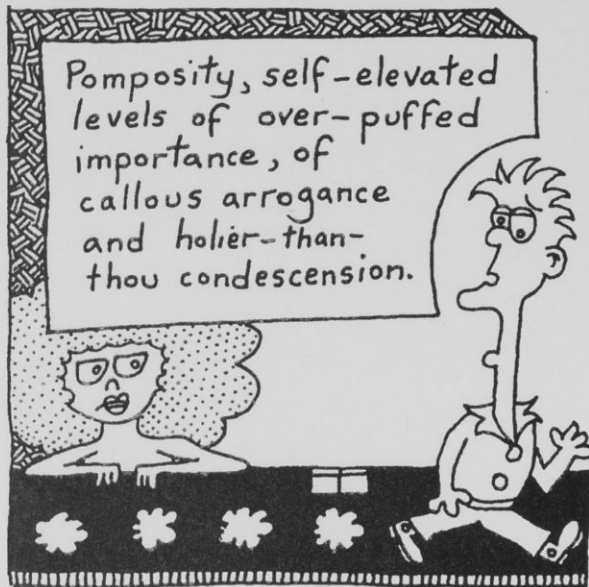
—you as the curious reader are supposed to inquire at this juncture.

And, since you're still with me, nine panels into this epic, I might just as well tell you.

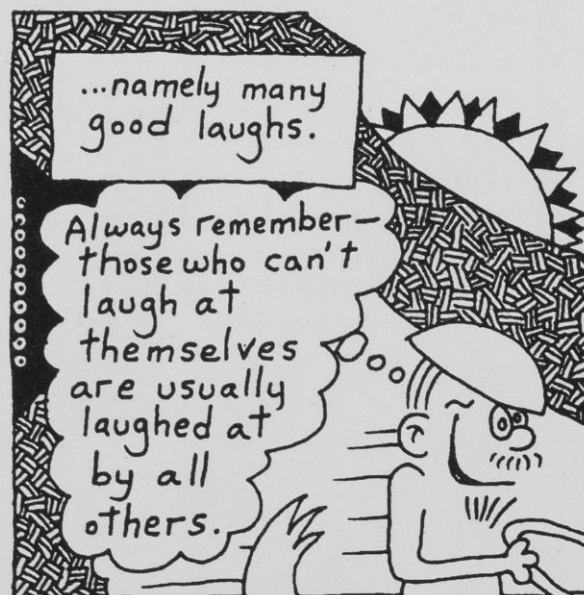
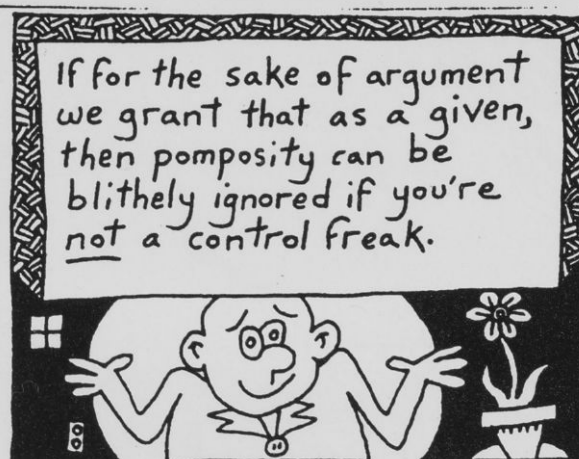
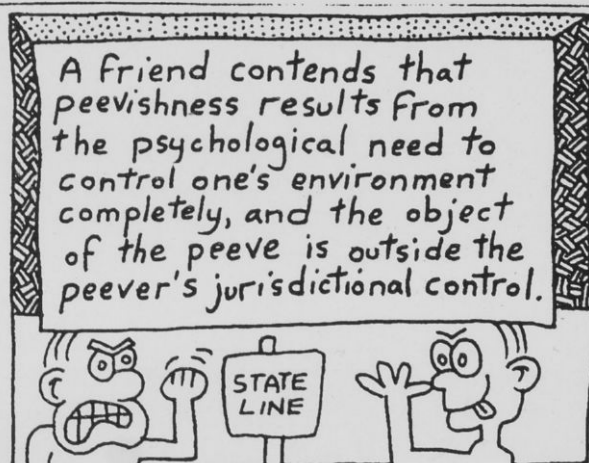
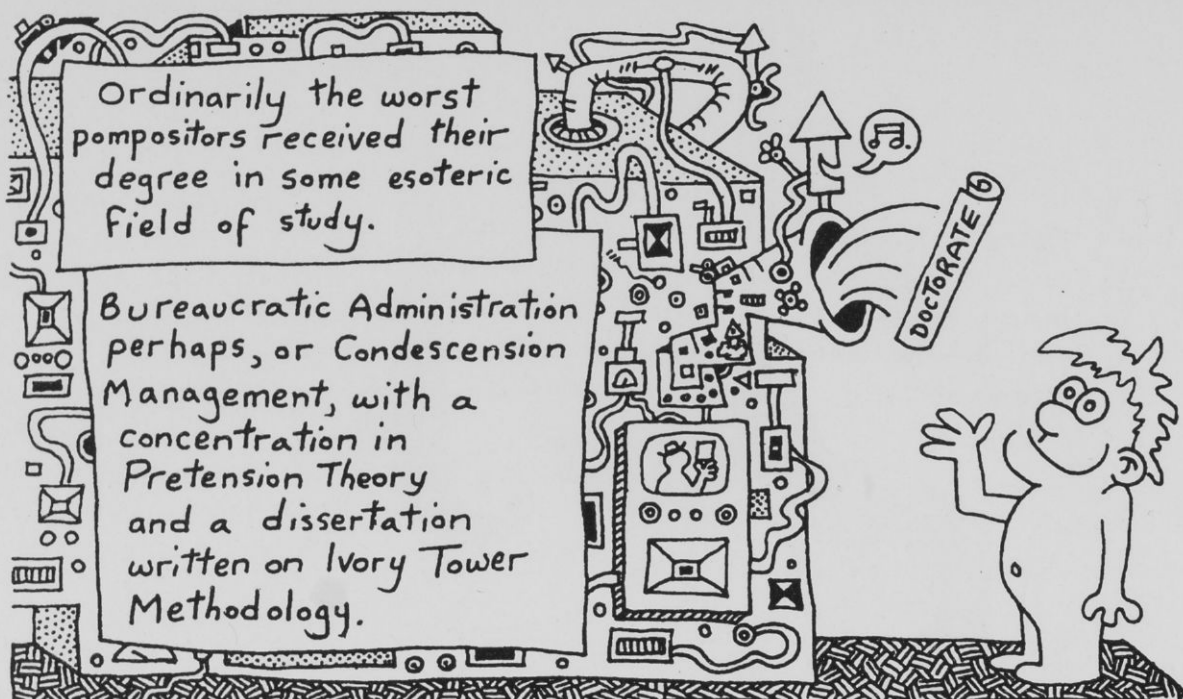
The act of being **POMPOUS** really grizzles my bacon.



From the Humble Saddle of my High Horse







You are the arts' "cultural elite"

Last November, Republicans gained control of both Houses of Congress for the first time in four decades. Republicans won their seats on promises of lower taxes and spending cuts.

Now your elected leaders are making good on their promises. Beneath the ax are two valuable programs, the National Endowment for the Arts and the National Endowment for the Humanities.

Regional theaters, as actor and conservative Charleton Heston reminded the House, are often NEA-funded, and they're open to everyone. That sculpture kids climb on in the local park may have built with NEA funds. It too, is for everyone to enjoy.

Detractors claim the endowments spend tax dollars on the hobbies of a cultural elite. They do not benefit the "common man," who reputedly put the Republican Party in office and who ultimately provides the cash for endowment grants.

Among the most vocal of the endowments' detractors are two former NEH chairs, Lynne Cheney and William Bennett. Cheney told a Congressional subcommittee recently that "in a time when we are looking at general cutbacks in funding to welfare mothers and farmers, it is time to cut funding for cultural elites."

The endowments benefit everyone, not just the elite. A dozen artists visit AU's art school each year because of NEA grants, said Gerar Edizel, assistant professor of art history. The school can afford two if the grants are cut, he said.

Text21, an upcoming seminar on the future role of the written word, is

sponsored in part by the NEH, said Thomas Peterson, chair of the division of human studies. The department of human studies also sponsors three annual lectures with interest from an NEH endowment.

Peterson has attended three summer workshops sponsored by the NEH. "Two were absolutely directed toward teaching religious, non-textual materials," he said. "They aren't just private boons for faculty, they keep the faculty alive. It's easy to become stagnant in small isolated schools like Alfred."

Does the effect of the endowments end when we leave Alfred? When we think of entertainment outside Alfred, we shouldn't think only of the latest movie release or the hottest rock tour. We should think of Shakespeare and symphonies, of operas and orators, and of paintings and plays.

Regional theaters, as actor and conservative Charleton Heston reminded the House in hearings on the NEA, are often NEA-funded, and they're open to everyone. That sculpture kids climb on in the local park may have built with NEA funds. It too, is for everyone to enjoy.

"Is there a cultural elite in nuclear physics?" Edizel asked. "In surgery? In philosophy? What's the difference between these and the arts?"

"Artists are not in the business of agreeing with politicians," he said. "They do not agree with the status quo and glorify it. That's called propaganda."

Write your representatives and your senators. Tell them you support the arts and humanities. Tell them you vote. Make them realize that the "cultural elite" is not just an elite.

It's a majority. □

