R.I.T.

TWENTY-EIGHTH KEARSE DISTINGUISHED LECTURE AWARD CEREMONY

KEARSE AWARD PAPERS

2008
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The students who submitted the following papers for publication are winners of Kearse Awards in various disciplines of the College of Liberal Arts. The awards were presented to the winners on Wednesday, April 22, 2008. These papers were part of class requirements for courses taken in the Spring quarter 20063, Summer quarter and sessions 20064, Fall quarter 20071 and Winter quarter 20072.

The Kearse Distinguished Lecture and Student Honor Awards Ceremony are held each spring in the College of Liberal Arts. This year’s lecture, “Liberal Arts: The Outward Spinning Spiral,” by Dr. Christine Kray, Associate Professor Department of Sociology and Anthropology, is also included in this volume.

The written work we honor here demonstrates writing at its best, and we are grateful to the winners for reminding us of the power of the written word to express and create, to document and record, to analyze and persuade, to question and to challenge.

In presenting awards that specifically recognize writing, we are celebrating written expression as a vital, unique, and fundamental form of communication—not only within an academic institution—but in our personal lives, our professions, and our society.
Henry J. and Mary Kearse

Henry J. Kearse, and his wife, Mary Geirin Kearse, were longtime friends of Rochester Institute of Technology and generous advocates of the education of young men and women. Henry Kearse, who died in 1975 as founder and President of H.J. Kearse, Inc., was the site developer and paving contractor of the Rochester campus in Henrietta and personally directed the preparation of the grounds for the construction of the new campus buildings opened in 1968. When the bids for the development of the new campus were received, Mr. Kearse’s bid was the lowest bid by such an obvious margin that it was clear to all involved that Henry Kearse wished to contribute significantly to building the new R.I.T. Mary Kearse was a member of the Nathaniel Rochester Society prior to her death in 1979. In her will, Mrs. Kearse left an endowment to Rochester Institute of Technology to be used at the Institute’s discretion. Characteristically, there were no conditions attached to the generosity of the Kearses.

In their honor, the annual Henry and Mary Kearse Distinguished Lecture and Student Honor Awards are now established in the College of Liberal Arts. An annual Distinguished Lecture on a topic of Liberal Education is given at a ceremony to honor the undergraduate students each year who have produced the most outstanding research papers or projects in areas of study in the College of Liberal Arts: Communication, Economics, Fine Arts, History, Language and Literature, Philosophy, Political Science, Psychology, Public Policy, Sociology, Science, Technology and Society, Senior Seminar and the degree programs—Criminal Justice, Economics, Communication, Psychology, Public Policy and Social Work.

Student Honor Awardees are selected by the faculty who teach courses in these areas of Liberal Arts and by the Kearse Awards Committee. The purpose of the Student Honor Awards is to recognize those students who have in their course work in Liberal Arts manifested the ideals and standards of excellence, of creative endeavor, and of scholarship.
Kearse Student Honor Award Ceremony

Welcome: Dr. Anne Coon, Senior Associate Dean

Presentation of Awards:
Faculty, College of Liberal Arts

Introduction of Speaker
Dr. Glenn J. Kist, Interim Dean

The 2006 Kearse Distinguished Lecture

"The Liberal Arts: The Outward Spinning Spiral"

Dr. Christine Kray, Associate Professor
Department of Sociology and Anthropology
College of Liberal Arts

Closing Remarks
### 2008 KEARSE STUDENT HONOR AWARDS RECIPIENTS

#### Awards in Core, Concentration, Minor, and Elective Courses

**Stephen R. Byers**  
*Award in Economics*  
**College:** College of Engineering  
**Program:** Computer Engineering  
**Course:** Public Finance  
**Professor:** Thomas Hopkins  
**Paper:** "Keeping Pace in a Global Economy: Pennsylvania’s Perspective"

**Lori Craig**  
*Award in History*  
**College:** National Technical Institute for the Deaf  
**Program:** ASL-English Interpretation  
**Course:** Deaf History  
**Professor:** Rebecca Edwards  
**Paper:** "Historical Professional Deaf Players in the Major Leagues of Baseball"

**Allison Crane**  
*Award in Writing*  
**College:** Science  
**Program:** Physician Assistant  
**Course:** Advanced Science Writing  
**Professor:** Lisa Hermsen  
**Paper:** "Six Unusual Class Members"

**Jessica Bryant**  
*Award in Creative Writing*  
**College:** Imaging Arts and Sciences  
**Program:** Industrial Design  
**Course:** Creative Writing: Poetry  
**Professor:** John Roche  
**Paper:** "Poetryport"

**Katie Salvaggio**  
*Award in Literature*  
**College:** Science  
**Program:** Imaging Science  
**Course:** Literature and Religion  
**Professor:** Vincent F.A. Golphin  
**Paper:** "The Chronicles of Narnia: The Lion, the Witch and the Wardrobe"

**Catherine Leonard**  
*Award in Philosophy*  
**College:** Imaging Arts and Sciences  
**Program:** Graphic Media  
**Course:** Existentialism  
**Professor:** Katie Terezakis  
**Paper:** "Absurdity"
Eric Goldman  
**Award in Political Science**

College: Computing and Information Science  
Program: Networking & System Administration  
Course: Comparative Politics in Latin America  
Professor: Spencer Meredith III  
Paper: “Why the Beatles Got Revolution Right: An Analysis of the Effectiveness of Nonviolent Action in Latin America”

Kathleen Steinkirchner  
**Award in Psychology**

College: Science  
Program: Biomedical Sciences  
Course: Childhood & Adolescence  
Professor: Kirsten Condry  
Paper: “Effects of Television on Children’s Gender Role Beliefs”

Daniel Sydney  
**Award in Science, Technology & Society/Public Policy**

College: Applied Science & Technology  
Program: Electrical Engineering Technology  
Course: Cyborg Theory  
Professor: Deborah Blizzard  

**Awards in Degree Programs**

Muhammed Hassan Chaudhary  
**Award in Economics**

College: Liberal Arts  
Program: Economics  
Course: Intermediate Macroeconomic Theory  
Professor: Michael Vernarelli  

Jessica Sica-Lieber  
**Award in Advertising & Public Relations**

College: Liberal Arts  
Program: Advertising & Public Relations  
Course: Senior Thesis in Communication  
Professor: Bruce Austin  

Andrew Tschorke  
**Award in Criminal Justice**

College: Liberal Arts  
Program: Criminal Justice  
Course: Domestic Violence  
Professor: LaVerne McQuiller-Williams  
Paper: “The Truth about Dating Violence”
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Introduction of Dr. Christine Kray
By
Glenn J. Kist
Interim Dean College of Liberal Arts

It is indeed a pleasure to be here this afternoon. The Kearse Ceremony is an event that I have always looked forward to. Within the past few weeks there have been a number of events which celebrate student achievements—the distinguished undergraduate scholars event two weeks ago, the distinguished alumni event on Friday April 11, and now the College of Liberal Arts Kearse Award ceremony celebrating the writing achievements of students in the Liberal Arts classes. While this is a College of Liberal Arts award for writing in Liberal Arts courses, the students are from all the RIT colleges. I certainly want to extend my congratulations to all the student recipients of the Kearse Awards, and also to their faculty members for leading them to the point where award-winning papers were written.

Each year the College of Liberal Arts faculty members are asked to submit proposals for the Kearse lecture on the general topic “In Celebration of the Liberal Arts.” This year’s speaker is Dr. Christine Kray, Associate Professor in the Sociology/Anthropology Department in the College of Liberal Arts. Dr. Kray joined the College of Liberal Arts in year 2000. She received her Bachelor of Arts degree in anthropology from New Mexico State University and her Ph. D. in Anthropology from the University of Pennsylvania. Her research interests center on the topics of globalization, religion and evangelization, tourism, social movements, and Mexico. I am delighted to present Dr. Christine Kray.
"The Liberal Arts: The Outward Spinning Spiral"

Kearse Distinguished Lecture

Tuesday, April 22, 2008

Dr. Christine Kray
Associate Professor
Department of Sociology and Anthropology and Society
College of Liberal Arts
Rochester Institute of Technology
"The Liberal Arts: The Outward Spinning Spiral"

The Twenty-Eighth Kearse Distinguished Lecture

Christine A. Kray

April 22, 2008

Since the physical world is subject to the laws of physics, investigation in the physical sciences entails a search for the simplest formula that can account for the observable phenomena and predict future outcomes. In the physical sciences, therefore, the research process is similar to the spiral that a clown uses as an optical illusion. When the spiral is spun inward it seems as though the spiral is, like a whirlpool, becoming smaller and turning in on itself. In the liberal arts, however, the spiral is spun in the opposite direction, as if it were unraveling. The eye perceives the spiral as expanding, stretching outward, and growing. What at first seemed small and simple becomes expansive and enticing. Investigation in the Liberal Arts is like following the outward-spinning spiral.

Humans are not as predictable as the physical laws of the universe. We are blessed (and cursed) with free will, imagination, and symbolic thinking. Like all animals, we seek food, shelter from the elements, and pleasurable experiences. However, unlike the other animals, we collectively create stories about the meanings of food, the meanings of houses, the meanings of pleasure, and the meanings of life. We live in the physical world, yet we create social groups to extract resources from the environment, craft economies to distribute resources, create laws to govern our societies, and spin philosophies and religions to give meanings to all of this. Since our symbol-making abilities are limitless, humans throughout the world and over time have created a fascinating array of ways of being in the world. What that means is that once you set out on a task that involves humans, you've got to follow the spiral as it spins outward, stretching and growing before your eyes. It all begins
with just one question. One question sends you spinning off in multiple directions, leading to new discoveries... that lead you to ask even more questions. You end up asking questions in the realms of sociology, anthropology, religious studies, literature, public policy, psychology, political science, and economics. You're off on a lifelong journey of discovery. I want to give a couple of examples, starting with a cup of coffee.

Example # 1: You earn your degree in marketing and go to work for a marketing company. Your company is hired by a major multinational corporation to increase U.S. coffee sales by enticing more young people to drink coffee.

Step # 1: You decide to learn more about the tastes of college-age students, people who are in the process of making choices and setting lifestyle patterns. You need to know why some people like coffee and how they could be enticed to learn more and why some people don't drink coffee, but how they might be convinced to try it. You want to brush up on your research skills, so you go to the local college and sign up for a sociology course on qualitative research methods to learn about interviewing and focus groups. You decide to conduct a series of focus group interviews with twenty-year olds, some focused specifically on beverage choices, and some focused more broadly on their interests and what gives them meaning in life. Through the interviews, you learn about increasing interest in fair trade coffee.

Step # 2: At the end of the course, you go back to the campus bookstore to return your books and you see the books for an anthropology course on Social Movements in the Global Economy. You pick up one of the books to learn more about the fair trade movement. In your readings, you learn that it is a global movement of grassroots organizations committed to promoting the production and sale of products that ensure livable wages, clean environments, and democratic work arrangements, especially products such as coffee, chocolate, bananas, crafts, and tropical forest nuts. You learn that this movement is a reaction to prevailing conditions in those industries,
conditions including exploitation of workers, poverty, malnutrition, child labor, health threats to workers and consumers caused by pesticides and herbicides, and, in the case of chocolate in the Ivory Coast, even modern-day slavery. You learn that the disintegration of the International Coffee Agreement was a precipitating factor in the genocide in Rwanda in 1994.

Step #3: You start to wonder how things turned out this way. You wonder why there are people in the world who previously have been willing to work under such conditions, and so you take course on History of Latin America or History of African to learn about how coffee became locally entrenched. You learn about how coffee production became established through powerful forces of colonialism, slavery, and later post-colonial dictatorship, compounded by a growing debt crisis.

Step #4: You want to learn more about what led to this debt crisis and how global institutions are attempting to address it. You’re running out of money, though, so instead of buying more books, you email the professor for the economics course on International Trade and Finance, and ask her for a book recommendation. In your reading, you are chagrined to discover that some of the requirements of the International Monetary Fund intended to alleviate foreign debt have indirectly led to increasing impoverishment of rural workers.

Step #5: Your questions then lead you into the realm of Public Policy and you contact the instructor for the course on Sustainable Communities for her reading recommendations. You learn more about how, globally, people are involved in grassroots movements designed to simultaneously bring about economic development, democratic practices, environmental protection, and healthier living conditions.

Step #6: You prepare a marketing presentation and advise the coffee company representatives that they could increase their sales to young consumers by purchasing beans from
fair trade cooperatives in Latin America, Africa, and Asia, as well as boosting sales to people of all ages who have environmental and humanitarian interests.

Example #2: Here’s a second example of the outward-spinning spiral, of how asking one simple question, if it involves humans, necessarily leads you into the knowledge produced by many liberal arts fields. In this example, you are in your fourth year as an engineering student. As part of your co-op, your company sends you to India to help finish the construction of the Narmada Dam System, which generates hydroelectric energy to fuel the country’s rapidly growing industrialization. While in India, you learn about a widespread protest movement, where people have been committing acts of nonviolent civil disobedience, risking imprisonment and death because they are so opposed to the dam. You want to learn why.

Step #1: When you return from co-op, you decide to knock out one of your Liberal Arts electives by taking the Political Science course on Politics in Developing Nations. The professor recommends a book written by an Indian journalist and you learn that the damming up of such enormous portions of the river has led to the forced displacement of one million people in India, the flooding of homes, fields, schools, and temples. You learn that the river is considered sacred, and that many of the protestors have been following the example of the religious leader, Mahatma Gandhi, who developed a philosophy of nonviolent resistance.

Step #2: You want to learn more about the depth of belief that would lead people to risk life or imprisonment in order to protect something they value. During the quarter break, you consult with your Philosophy professor, who suggests a couple of books from his courses on Philosophy of War and Peace and Asian Religions. Along the way, you learn that one of the leaders in the movement is Arundhati Roy, who won the international Booker Prize for The God of Small Things, but who was arrested and imprisoned for her nonviolent acts of civil disobedience.
Step # 3: You audit the Literature course on Post-Colonial Literature and read Arundhati Roy's book to see if it helps you understand more about life in India. You then pick up her subsequent book, *Power Politics*, and you learn that a lot of the international protest had been directed toward the World Bank that provided funding for the Narmada Dam project.

Step # 4: You want to know more about how the World Bank is funded and how its decisions are made, so you take the Economics course on International Trade and Finance. In your readings, you learn that years of public protests in India led to an investigation of the Narmada Dam, prompting the Indian government to withdraw its contracts with the World Bank. Nonetheless, you learn that for decades World Bank funding prioritized large-scale projects that were expected to build the infrastructure for industry and commerce.

Step # 5: Wanting to learn more about the potential impacts of hydroelectric dams, you sign up for the Anthropology course on Sustainable Development. For your independent research project, you read the work of Michael Horowitz, who works as an anthropological consultant in the development world. His articles reveal to you various health consequences of dam construction, including increased rates of malaria, schistosomiasis, and river blindness. He also discusses how the ecology downstream from dams are disrupted, as the damming of waters disrupts spawning cycles for fish and therefore harms the livelihood of fishermen who live downstream.

Step # 6: You round out your Liberal Arts core with a Science, Technology, and Society course on Introduction to Environmental Studies and an upper-division course on human impacts on waterway ecologies.

Step # 7: You begin to wonder about the increasing funding for large-scale dam construction globally and you wonder what are U.S. policies regarding different forms of energy and what kind of funding is available for research and development of other forms of energy, leading you to take a Public Policy course on energy policy.
Step # 8: You realize that you have taken so courses in so many different Liberal Arts disciplines, so you petition for the right to get credit for a multidisciplinary minor in liberal arts. Your course of study leads to a college-wide reexamination of minors and a brand-new multidisciplinary minor.

Conclusion: Let’s stop this spiral from spinning and try to wrap up. The world of humans is a messy place. We don’t follow nifty little formulas. We follow our passions in so many ways and spin webs of our own significance. We confound predictions. Our actions do not follow neat disciplinary boundaries. All of our actions have meanings and consequences that are simultaneously economic, political, philosophical or spiritual, social, cultural, and artistic. In our practical tasks that involve humans, therefore, we follow the outward-spinning spiral, as answers to one question simply raises another, and before we know it, we’ve spanned the liberal arts in our pursuit of knowledge.
1. Stephen R. Byers (Prof. Thomas D. Hopkins) Economics

Kearse Award honoree Stephen R. Byers regrets that he cannot be here today, but I nonetheless am pleased to introduce this author and his paper, entitled “Keeping Pace in a Global Economy: Pennsylvania’s Perspective.” Stephen now is in Pennsylvania completing his thesis for RIT’s BS/MS Computer Engineering program. He has accepted a government position to start June 2008 and later plans to pursue an MBA. Stephen completed several RIT economics courses before writing this insightful and timely paper for a Fall 2007 Public Finance course. “Keeping Pace” clearly addresses the acute problem of economic distress afflicting much of the State of Pennsylvania. It then contrasts that somber story with the far more encouraging experience of one thriving western Pennsylvania county. Byers concludes: “Whether a state or county government can steer its own destiny or is just an unwitting victim or benefactor of external circumstances is uncertain, but where good planning meets opportunity, something is bound to happen.” The author points out that, given our system of federalism, Butler County Pennsylvania’s success in overcoming its economic challenges constitutes a case that much of the nation profitably could study. The paper is analytically sound, balanced, and well-crafted, amply deserving Kearse Award recognition.
Keeping Pace in a Global Economy: Pennsylvania's Perspective

The confluence of the modern technological era and the enactment of national free trade policies, exposing domestic firms to direct foreign competition, has deleteriously compounded the challenges faced by America's older cities, small steel towns, and rural communities as they struggle to find their niche in the emerging global economy. The cascade effect of economic downturn is pronounced in western Pennsylvania, as a new generation of educated young adults moves away from family farms, small towns, and even larger cities in search of high-tech jobs and better opportunities. This paper will examine the policies and progress at the state and local levels in Pennsylvania designed to revitalize and retool, including taxation, incentives, education, and new corporate investment.

The dot-com bubble of the 1990s and early 2000 ushered in a dramatic expansion of digital connectivity in the United States. Telecommunications companies, relying on overly optimistic sales projections, laid expansive fiber optic networks with zeal, while high-tech startups run by a new generation of entrepreneurs challenged the brick and mortar establishment as they raked in the venture capital. Although the initial expansion collapsed, purchase of the resulting infrastructure and dark fiber at costs well below the original investment enabled the continuing exponential growth in internet bandwidth, the lifeblood of modern corporations. At the height of this activity in the years 1999 to 2000, however, the U.S. Census Bureau and Bureau of Labor Statistics ranked Pennsylvania first among the fifty states for absolute number of young workers
lost, and gave an equally gloomy assessment of business starts and economic growth, ranking Pennsylvania in the bottom ten [1]. In 2003, a study by the Metropolitan Policy Program at the Brookings Institution posits that Pennsylvania’s population is also aging, ranked second for its share of citizens over the age of 65 [1]. The Keystone State, a once formidable producer of steel with a robust manufacturing and industrial presence, is losing the young talent, many graduating from its own world class Universities, sought after by high-tech firms in neighboring states.

In March 2007, Brookings released a follow-up to the alarming 2003 study and reiterated its recommendations, noting that while the state is still barely growing, a spirit of reform is spreading from Harrisburg to local communities [2]. Governor Rendell’s “New PA” initiative, Keystone Principles for Growth, Investment, and Resource Conservation, and associated assimilation of plans by prior governors, seeks to spur investment and empowerment of local governments, and includes an online presence where businesses and citizens can “find everything you need to succeed in Pennsylvania” [3]. Progress on the economic competitiveness front includes the old staple of economic stimulus packages and tax breaks for new businesses, but addressing systemic problems takes a strong and sustained commitment to change, requiring broad public support, once thought difficult to forge across the multifaceted landscape of Pennsylvania.

Economic development and population growth within Pennsylvania over the last decade appears biased toward the southeast quadrant of the state. Figure 1 shows counties with a net population growth from 2000 to 2005 in blue, and those with a net population loss in red. A causal relationship between population shifts and job
creation, in effect, citizens moving across the state seeking employment, implying that one region's economic growth occurred at the expense of another, has not been explicitly proven in this case. However, overall unemployment in the state did fall by 2006 to levels on par with the national average [4] and the state's job growth ranking improved from 45th in the 1990s to 37th [5]. The Pennsylvania Economy League has shown that counties in the southeast have experienced a corresponding increase in fiscal health, although several counties in south central PA, which also experienced population growth, experienced declines in fiscal health comparable to northwest counties [2]. Although there appears to be a trend, there are always anomalous circumstances to consider, such as Butler County.

Figure 1 - U.S. Census Bureau, Population Change By County, 2000-2005
Once again, people continued to move out of Pennsylvania at a faster rate than they moved in; however the recent trend is small compared to the relative mass exodus of the 1990s (Figure 2).

The latest Brookings study points out that the trend of population spreading that saw cities lose nearly 5% of their population and second-class townships grow by nearly 12% in the 1990s has continued through 2000 to 2005, with cities losing another 3.3% of their population and rural areas hollowing out, losing 2.6% of their respective population [2]. The growth of second-class townships has had a corresponding boom on issuance of building permits in those areas, and housing developments continue swallowing up farmland at an alarming rate, even in areas not experiencing net population increases.

Pittsburgh, a city in the southwestern quadrant, has only about half the population today as it did during its peak in the 1950s. With an unbalanced budget, more than a trillion dollars in debt, pressure to maintain city services, and an aging infrastructure, not to mention aging population, the city faces appreciable challenges.

![Figure 2 – Internal Revenue Service, County-County Migration Data](image-url)
On the northern outskirts of Pittsburgh, however, is the bustling township of Cranberry, in Butler County. Classified as a second-class township, Cranberry has experienced significant population growth, 14.8 thousand to approximately 28 thousand people in the years 1990 to 2000 [9], and continues to expand. Westinghouse Electric Company recently announced plans to locate its headquarters and new engineering facilities in the area, creating over 900 new jobs and bringing the Westinghouse total to almost 4,500 employees in the western PA region [3]. Westinghouse Nuclear will have a strong presence and is poised to engineer and build the next generation of nuclear power plants in the United States and around the world.

Governor Rendell used the groundbreaking as an opportunity to tout his "New PA" initiative as an instrumental factor in this economic development [3]:

"Without the strategic development areas legislation I signed into law last November, Westinghouse might have relocated out of Pennsylvania," Governor Rendell said. "This project serves as a clear example of how SDAs are already working to help companies not only stay in the commonwealth, but also to expand, encourage capital investment, and promote job creation and retention.

Working in concert with local communities, neighboring counties, and the state government, the Governor's "Action Team" secured over $11 million in government loans and grants for the Westinghouse project. Since January 2003, 13 such projects have boasted 2504 new jobs and 4388 jobs retained in Butler County at an expense of $46.6 million [3]. Statewide, the governor boasts 91,708 jobs created and 208,550 jobs retained at a cost of at least $1.6 billion in state assistance [3].

Not surprisingly, Governor Rendell has been roundly criticized for passing large budgets in recent years. The 2006-2007 budget weighed in at $55 billion, with a new
$19.4 million line item for "regional development initiatives." Commentator Steven Voigt says with regard to this regional development initiative [8]:

"My friends who are close to the budget process characterize this fund as more duplicitous than obscure. With voters increasingly dissatisfied with business-as-usual politics and politicians who seem more interested in lobbying for legislative pay raises than finding creative solutions to improve Pennsylvania's economy, my friends tell me that this fund is nothing more than a bonanza give-away to try to please the districts and constituents of General Assembly members who march in step to the tune of present leadership."

"They tell me that reform-minded candidates on both sides of the aisle who place a higher priority on making the tough decisions required for economic progress than securing legislative pay raises and striving to be lifers in political office stand little chance of receiving grants for their districts from this $19.4 million leadership-controlled fund."

Is Pennsylvania trying to spend its way to prosperity? Are these initiatives thinly veiled pork barrel spending? Steven's comments resonate with some in the state who harbor an intrinsic distrust of Harrisburg politicians following a history of sordid political scandals and charges of corruption. Of course, fiscal conservatives also keep a wary eye out for tax increases stemming from these large budgets that might threaten to derail future economic progress. The western half of the state is otherwise economically depressed, so do the residents of Cranberry owe the prosperity of the Butler area to the result of these focused initiatives, government grants, etc., or is there more to the story?

Certainly, tax breaks are attractive to any business, but one finds the ingredients of Cranberry's success mixed and coming to fruition well in advance of Governor Rendell's tenure. With cheap farmland and proximity to Pittsburgh and a major intersection of the Pennsylvania Turnpike, people and businesses chose to flock to the area, cyclically evolving the rural farming community into a modern regional powerhouse. The township decided rather early in 1989 to adopt a "Pay Your Own Way" philosophy, not entertaining abatements, subsidized public utility extensions, or other incentives that that might encourage sprawl [9]. The philosophy may have put
them at odds with other western PA municipalities eager for new development, however it was felt that these schemes were in effect, “buying development - and the hope for future tax revenues - by transferring large sums of taxpayer money into the private sector, frequently at the long-term expense ... of community welfare” [9]. Was the township relying on the state government to fund what it would not, or was the state spending its economic inventive money on an area and projects that already had momentum and would succeed regardless of external influences? No one knows if Westinghouse would have chosen to relocate elsewhere in the absence of government aid, but like any good business, Westinghouse knew they had leverage and skillfully used it against Governor Rendell’s economic rejuvenation rhetoric to negotiate a better deal. In terms of fairness, Cranberry had it right when they prominently added, “maintain low taxes” to their revised strategic plan back in 1995, and not, as some might say, “maintain higher taxes, but give out lots of grants and tax deferrals to those businesses we deem arbitrarily acceptable or as payback for political favors.”

According to the Bureau for Economic Analysis, the economic sectors in Pennsylvania that saw the biggest employment gains, education and health services, had lower average compensation compared to manufacturing jobs, which experienced steep declines [7]. The transition to non-manufacturing jobs will be difficult for many who grew up in an era where a high school diploma was sufficient and one expected to work in the steel mill or factory as long as they were able. For those families whose sons and daughters transition away from farming or whose farm turns insolvent, they at least have the equity of their land, machinery, and cattle with which to provide for retirement or pay for school.
Pennsylvania is indeed blessed with many excellent public schools and boasts a high school graduation rate of 86.7%, compared to a national rate of 84.2% [2]. While the state lags behind in percentage of adults who attained college degrees nationally, the trend shows yearly improvement and the state is home to several distinguished universities and colleges, such as The University of Pennsylvania. Salary tends to correlate with education, and average compensation in the state was slightly lower than the national average of $49,777 in 2005, although neighboring New York and Maryland had significantly higher averages at $62,100 and 54,700, respectively, leading to a regional disparity of concern to some commentators [2].

There is more to the story than nominal salaries; relative cost of living differences between two areas has a tremendous impact on real spending power. According to the latest data available, a $48,000 per year salary in Pittsburgh, PA, the state average, is equivalent to a $60,000 per year salary in Baltimore, MD, with housing at least 60% more expensive [6]. Philadelphia has a similar cost of living compared to Baltimore, but both are dwarfed in comparison to bigger cities such as Los Angeles, CA or New York, NY, where the equivalent cost of living in Manhattan is a staggering $103,600 per year [6]. Perhaps Pennsylvanians enjoy country living for more than the peace and quiet.

The problem of fiscal distress remains, however, in those municipalities who are not one of the Cranberry’s of PA. According to a report by the Pennsylvania Economy League, the majority of cities, boroughs, and first-class townships have seen a general trend of declining fiscal health since the 1970s, although second-class townships usually fared better [10]. If the economic competitiveness of the larger state is tied to the quality of services and competitiveness of the individual local municipalities, promoting
sound economic development and governance at the local level is as important to overall economic growth as statewide policies and initiatives. One thing is clear, current state gambling initiatives to fund public education or casinos authorized and built with the promise of solving citywide budget deficits are not living up to the promises made by Harrisburg when convincing the public to vote for such schemes. Band-aid solutions are not what the doctor ordered.

In summary, the Agenda to Renew Pennsylvania, as presented by Brookings, reiterates the following priorities for reform [2]:

1. Empower local governments
2. Continue making reinvestment a priority
3. Continue strategic investment in key industries

The revival of the State Planning Board in late 2003 was seen as a critical step toward coordinated economic planning and suggested several reforms for passage by the General Assembly in support of the Agenda to Renew Pennsylvania priorities. One promising recommendation involves changes in the law, making it easier for local, municipalities to consolidate and/or share services, such as police departments or water treatment. Economies of scale could be leveraged to provide key government services across local governance boundaries at an overall reduced cost. While reducing layers of redundant bureaucracy and inefficiency is laudable, local communities take pride in their schools and control they have over public services. Other recommendations carry a similar theme, consolidation of local governments, allowing for easier redrawing of district lines, implementing a streamlined tax collection system, and consolidation of municipal pensions at the state level [2]. Even the
Pennsylvania Department of Transportation has re-evaluated its priorities and shifted funding from new highway projects toward strategic investments and better maintenance of existing infrastructure. Whether a state or government can steer its own destiny or is just an unwitting victim or benefactor of external circumstances is uncertain, but where good planning meets opportunity, something is bound to happen. Federalism indeed offers the best case study and one would be wise to study those states and counties who have successfully capitalized on the twenty first century.

References


2. Lori Craig (Prof. Rebecca Edwards) History

Lori Craig’s work, “Historical Professional Deaf Players in the Major Leagues of Baseball,” was submitted for credit in one class “Deaf History,” but really grows out of two classes we shared together, “Deaf History” and the “History of Baseball.” She brings the best of both classes together in her research on early twentieth century Deaf ballplayers, most notably William Hoy and Luther Taylor.

It is easy to see how work in both classes informed her research. She knows how to assess their on-field performance, yes, but she also shows us why we should still remember and honor today men whose playing careers ended before 1910.

She explains that the fact that the two men signed in a time when sign language was discouraged and even attacked in American culture makes the careers of these players significant. Due to her time as student in “Deaf History,” she understands the need to emphasize that their lack of speech and their preference for sign was a culturally significant event in the world of baseball in the turn of the century. The fact that these men brought sign language with them to their respective teams was pathbreaking in the oralist years of the early twentieth century and Lori explains why so effectively in her work. She knows to pay equal attention to their Deafness and their baseball skills, again bringing two classes together in one research paper.

It was an honor and a pleasure to have her in a variety of classes this entire academic year.
Historical Professional Deaf Players

in the Major Leagues of Baseball

by

Lori Craig

Professor Edwards

Deaf History

26 February 2008
Sounds ripple through a stadium on a clear summer day. The shuffle of feet in the dirt, the creaks and squeaks of old bleacher seats, and the grunt of the umpire after each throw mark the progress of the game. For some players, this is all unnecessary. Welcome to the world of the deaf professional major league baseball player. This world revolves around an intricate set of hand signals and a dependence on non-verbal signals from coaches, umpires, and fellow players, and it dates back more than one hundred years to baseball's early days as a professional sport.

This world began with Edward “Dummy” Dundon when he signed on to play for the Columbus Buckeyes of the American Association in 1883 and 1884, making his debut on June 2, 1883. Born July 10, 1859, in Columbus, Dundon was a graduate of the Deaf and Dumb Asylum in Columbus (now Ohio School for the Deaf) and was employed by the school at the time he joined the Buckeyes. He was primarily a pitcher (right-handed), going 6-4 with a 3.78 ERA in the 1884 season (the team went 69-39), but he also filled in at first base and in the outfield (Tootle 24-26). Though many have not yet recognized or realized his role as “the first mute to make good in professional baseball and the first to sign a regulation league contract...Dundon was a drawing card from the fact that he was a clever hurler and never kicked” (“Three Deaf Mutes”).

Managerial and financial issues, typically the downfalls of professional baseball teams, may have played a strong factor in the franchise dropping out of the 1885 and 1886 seasons (Tootle 27). The Buckeyes returned in 1887 to join the Ohio State League, but Dundon had moved on by then to play with Atlanta and Nashville in 1885 and 1886, respectively, in what is thought to be non-professional positions (“Three Deaf Mutes”). His last game in Columbus, also his last professional game, was September 20, 1884 (“Major League Baseball”). Dundon also
played with the Syracuse team of the International League in 1888-89, pitching 53 and losing 18 games ("Three Deaf Mutes").

Little else is known about Dundon beyond his subsequent career as an umpire, other than that in the winter of 1889, he worked "in the book bindery of the Ohio Institution for the Deaf and Dumb at Columbus," as reported by The Silent Worker. "He is lucky having two strings to his bow" ("At Work"). Dundon died young of unknown reasons on August 18, 1893, in his hometown of Columbus. His brief career as an umpire adds to the continuing controversy over the creation and use of hand signals in the game of baseball. Some unofficial reports note that Dundon served in this role as early as 1886. The November 6 edition of The Sporting News in that year allegedly reported that "Dundon, the deaf and dumb pitcher of the Acid Iron Earths, umpired a game at Mobile between the Acids and Mobiles, on October 20...he used the fingers of his right hand to indicate strikes, the fingers of the left to call balls, a shake of the head decided a man 'not out,' and a wave of the hand meant out" ("Major League Baseball").

This controversy and perhaps unsolvable mystery was only magnified when William Ellsworth Hoy entered the picture. Though some wrongly assert that Hoy was the first deaf professional baseball player – albeit now the most well-known – debate continues as to whether Hoy is the direct link to umpire hand signals. Because information on Hoy is much more easily accessed than others, it only seems fitting to delve into his career.

Hoy, born May 23, 1862, to English-German and Scottish parents, grew up on the family farm in Houcktown, Ohio, with three brothers and one sister. Hoy’s deafness began at the age of three occurred following a bout with meningitis. He joined what is now the Ohio School for the Deaf in 1872 at the age of ten (Berger). (Having occurred in 1870, the lowering of admission age to 10 years old at the school was quite recent at the time ["Ohio School"]). It was also
around this time that the school became first of its kind to institute baseball. Hoy graduated in 1879 as valedictorian of his class and presumably played with Edward Dundon on the school baseball team. An 1879 photo of the team identifies Dundon but not Hoy; however, the timelines of their careers overlap (Berger).

As the story goes, Hoy turned to the shoemaking profession and opened a shoe shop in his early twenties, but relatively few people in his area wore shoes in the summer and business was close to non-existent during those months. He would then play baseball outside with local kids to effectively pass the time without business to attend to. A passerby noticed his playing skills and invited him to play on a Kenton, Ohio, team against its rival, Urbana. He played, and in turn scored several base hits off the Urbana pitcher, a professional by the name of Billy Hart. Inspired, Hoy literally closed up shop and after searching through the Northwest League, he joined the Oshkosh, Wisconsin, team in 1886. This was the start of his professional career (Berger).

He later joined the major leagues in 1888 in Washington as a centerfielder, and then played from 1890 through 1899 in Buffalo (Players League), St. Louis (American Association), a second stint in Washington, Cincinnati, and Louisville (the latter three all in the National League). In-between Washington and Cincinnati, he also played one winter season with Boston’s winter league in California, with his last play of the season clinching the 1894 pennant for his team (“Dummy” Hoy Homeplate). Hoy then switched in the American League and played for Chicago in 1900 and 1901, then returned to Cincinnati in 1902 to end his time in the majors on July 17 as reportedly the wealthiest player at that time. His career moves from league to league — four in all — make him one of only 29 players to have played in all four. A spell with
Los Angeles Loolos in the Pacific Coast League in 1903 was the end of his professional career (Berger).

In the midst of this whirlwind career, Hoy married Anna Maria Lowry, also deaf, in 1898. Following retirement from baseball, he bought and operated a dairy farm in Mount Healthy, Ohio, for 20 years, and later moved on to a role as a personnel director for the Goodyear Tire Company, in the height of World War I. In need of strong workers, Goodyear had turned to the deaf population for employees as other “able-bodied” men fought in the war overseas. The company established sports teams for both its hearing and deaf workers, and the Goodyear Silents, as the deaf baseball (and also football) team was called, were formed in 1919 and coached by Hoy (Burch 77-79).

Hoy later worked for a book firm before heading in to a retirement at the age of 75. Anna died in 1951, the same year that he was unanimously voted as the first person inducted into the American Athletic Association of the Deaf (AAAD) Hall of Fame, now the USA Deaf Sports Federation. Hoy publicized his two life wishes: to live to see the age of 100, and to be inducted into the Baseball Hall of Fame in Cooperstown. The first he did not reach, passing away at the age of 99 on December 15, 1961, as the oldest living major league player and the last surviving player of both the Players League and the American Association. This was just weeks after he threw out the ceremonial first pitch before Game Three of the Reds versus Yankees World Series in Cincinnati on October 7. He became ill soon after and was hospitalized before succumbing to a stroke in Cincinnati (“Dummy” Hoy Homeplate).

Hoy’s second wish is still in the hands of the Hall of Fame Veterans Committee. Recent pushes (within the last ten to fifteen years) have been made by the Committee for Dummy Hoy, formed in 1991, with the first organized campaign attempt for his induction occurring at the 1949
National Association of the Deaf (NAD) convention. Inductions into the Ohio Baseball Hall of Fame in 1990 and the Cincinnati Reds Hall of Fame in 2003 have kept hope alive. In 2001, Gallaudet University named its baseball field William “Dummy” Hoy Baseball Field. Groups of supporters have rallied at several Hall of Fame ceremonies in recent years, and efforts are still being made to bring Hoy this glory posthumously (“Dummy” Hoy Homeplate).

Besides his deafness, just how much of a stand-out was Hoy? Standing at 5’4” (or 5’5” or 5’6”, depending on the source), he was noticeably short in stature; his weight, hovering around 145-165 lbs, was also light for a baseball player, but Hoy learned to overcome these factors in addition to his deafness. He led the National League in stolen bases (82) in his rookie year of 1888, with career totals of 597 or 607 (there is dispute among statistical guides). In 7,123 at-bats in 1,796 games over a fourteen year career, he had 2,054 hits and 1,426 runs with 40 home runs. He twice led his league in walks, and one time each led in stolen bases and at-bats. Hoy also hit the second grand slam in the American League against the Chicago White Stockings on May 1, 1901. His performance on June 19, 1889, in which he threw out three base-runners at home plate in one game (one of only three players in history to do so), is still highly regarded.

Hoy was also the reason that chest pockets were banned from uniforms after a catch in his pocket was disputed as to whether it counted as an out or not (“Dummy” Hoy Homeplate).

The Silent Worker reported one tale about his skill – however much a tall tale it may be – that:

Late at night – away along toward 9 o’clock, or a quarter past –

when all the villagers were a-slumber, Dummy Hoy was wont to

gather at the Peace monument at the foot of the Capital building

and heave a regulation league ball to the treasury department, the
entire length of Pennsylvania Avenue. And he never hit a soul!

("Deaf Professional").

Within sports teams, a noticeable camaraderie exists among players. Hoy, then labeled as a deaf-mute, was nicknamed "Dummy," as were other deaf baseball players of that time. Hoy is not recognized as having vocalized much, at least not during games. As teammate (and roommate in 1899) Tommy Leach described in The Glory of Their Times, "When you played with [Hoy] in the outfield, the thing was that you never called for a ball. You listened for him, and if he made this little squeaky sound, that meant he was going to take it" (qtd. in Ritter 23). A Reds teammate shared a similar anecdote: "When a fly ball came out and I heard this little noise, I knew he was going to take it. We never had any trouble about who was going to take the ball" (qtd. in Stallard 153).

Leach continued, "[Hoy and his wife] could read lips so well they never had any trouble understanding anything I said. They could answer you back, too, in a little squeaky voice that usually you could understand once you got used to it. We hardly ever had to use our fingers to talk, although most of the fellows did learn the sign language, so that when we got confused or something, we could straighten it out with our hands" (qtd. in Ritter 23). Another source asserted that the only word Hoy was ever heard saying was "Rotten!" if he felt too many strikes were called.

The centerfielder was also noted for his gentlemanly conduct on and off the field and his honesty in the game. It was rumored that an umpire once asked his opinion on whether a ball was fair or not because of his keen eyesight. Though it cost his team a run, Hoy told the truth. He also encouraged other deaf players to join professional baseball through several of his own articles in The Silent Worker. One short article, titled "How to Get a Position," encouraged any
deaf player “who is fully satisfied that he can play ball well enough, to...go straight to the club manager and ask for a trial. There will be no trouble about that, and, if the aspirant for the baseball honors is up to the mark, the chances are that the manager will sign him,” Hoy wrote. He added, “The intemperate player can never hope to attain the pinnacle of glory in the base ball world, although a few manage to command large salaries” (“How to”).

In a separate article spanning an entire page, Hoy dispensed advice on how a deaf player should join and behave on a team in order to best promote himself and not his deafness. He cautioned against any incident that would cause a stereotype to occur concerning the handicap. Wrote Hoy, “...he is obliged to demonstrate in every play he makes that he has superior judgment, wonderful observation and quick wit in order to overcome their natural aversion at having a deaf player hold an important position the team.” Hoy’s piece, a stunning encouragement yet warning to any deaf player wishing to join a professional team, appeared in an all-sports 1924 issue of The Silent Worker. Written more than two decades after his retirement from baseball, Hoy’s words echo clear even today in the lack of current deaf professional athletes (Hoy).

Hoy’s name, just as Dundon’s, has also been caught in the controversy as the origins of umpire’s hand signals. The Baseball Hall of Fame officially attributes this honor to legendary umpire Bill Klem on his plaque in the Hall. Legend states that Klem began using this system at the start of his umpiring career in 1905 – several years after the end of Hoy’s professional career. Others stand by Hoy, and trace his creation of the signaling system back to his early professional days in Oshkosh. Since umpire calls were shouted, Hoy would have to ask his coach after every throw whether it was a ball or strike. Before Hoy had received his answer and was ready, the opposing pitcher would send out the next pitch. “Around 1887, Hoy wrote out a request to the
third-base coach, asking him to raise his left arm to indicate a ball, his right arm for a strike.

Hoy could follow the hand signals after each pitch, and be ready for the next” (“Dummy” Hoy Homeplate).

Still others maintain that Hoy can be credited with the creation of signaling by the third base coach, but that Klem was the first to implement this in umpiring and that the third base signaling inspired him (“FAQ”). And there is still the idea that Edward Dundon implemented this in his own umpiring days. Hoy’s Oshkosh days lasted from 1886-1887, and 1886 was the year in which The Sporting News reported Dundon’s use of signals. A documentary film, Signs of the Time: The Myth, The Mystery, The Legend of Baseball’s Greatest Innovation, scheduled for release in time for Opening Day 2008, looks into the dispute over Hoy and Klem’s contributions to the sport of baseball (“Signs of the Time”). A 1987-1988 off-Broadway play in Chicago, The Signal Season of Dummy Hoy, also revolved around Hoy’s legend (“FAQ”).

Although no one person has been able to prove Hoy or Klem to be right or wrong, it is true that Hoy paved the way for future deaf professional baseball players – notably, pitcher Luther “Dummy” Taylor. One of three children to hearing parents, Luther Haden Taylor was born on February 21, 1875, in Oskaloosa, Kansas, and attended the Kansas School for the Deaf. Though skilled in boxing, his father urged him to focus more on his baseball pitching. Taylor played in the minors following his graduation in 1895 until his major league debut in 1900 with the last place New York Giants on August 27. Taylor went 4-3 that season with a 2.45 ERA (Lahman).

In 1901, the first full season for both, Taylor and famed pitcher Christy Mathewson worked to build up the Giants. The two shared ties from the previous year: “Of the seventeen recruits tried out by the New York management in 1900-01, only the names of Mathewson and
Taylor, the deaf and dumb hurler, remained on the roster” (“Three Deaf Mutes”). Taylor pitched in a league-best 45 appearances with 18 wins that season (Lahman). The 1901 season also marked historical significance in that the Giants actually had three deaf pitchers on their roster: Taylor, George Leitner, and Billy Deegan.

Little is known about Leitner and Deegan as both careers were short-lived. George Michael Leitner was born in Parkton, Maryland, on June 19, 1872, and debuted with the Philadelphia Athletics on June 29, 1901. This was his only game with the Athletics, as he was presumably traded to the Giants, where he pitched two more games, losing both. The following season, he pitched one game for the Cleveland Indians before another move, this time to the Chicago White Stockings where the right-handed pitcher appeared his final major league game on August 25, 1902. His five career games yielded two losses and a 5.34 ERA. A scrawny pitcher, he stood at 5’7” and weighed only 120 lbs. Leitner died on February 20, 1960, in Baltimore, Maryland (“Major League Baseball”).

William John Deegan’s career was even shorter, lasting a mere two games with the Giants. The first game, his major league debut, was on August 3, 1901. His second and final major league game was on August 9, 1901. In 17 innings, Deegan gave up 27 hits; such a brief career led to the fact that it is not even recorded whether he threw left- or right-handed (“Major League Baseball”).

(One source comments that there have been fourteen deaf major leaguers to date. Most of those traceable seem to have had careers as short or even shorter – yes, a possible feat – than Leitner and even Deegan. Thomas Lynch pitched one major league game for the Chicago White Stockings on August 5, 1884. Reuben Crandol Stephenson played eight games in the outfield for the Philadelphia Phillies from September 9 through September 16. Herbert Courtland Murphy
played nine games as shortstop for the 1914 Phillies from April 14 through May 7. Richard Francis “Dick” Sipek, the first deaf major league player not to be nicknamed “Dummy,” played for the 1945 Cincinnati Reds from April 28 through September 29 as an outfielder. Sipek was mentored by Luther Taylor when [Sipek] attended the Illinois School for the Deaf. Matthew Daniel “Danny” Lynch of Texas played second base for the 1948 Chicago Cubs from September 14 through October 2, appearing in seven games (“Major League Baseball”)

In 1902, Taylor moved to Cleveland for a short four games in two months in hopes of more money from the American League. He grew discouraged as none of his new teammates knew sign language, so he re-joined the Giants, who John McGraw now managed. He pitched 7-15 with a 2.29 ERA that year. On May 26, 1902, Taylor’s Giants met Hoy’s Reds in a historic meeting of professional deaf baseball players. Hoy came up to bat against Taylor, greeting him in sign with “I’m glad to see you!” He then promptly hit a single to center field. By 1903, Taylor had moved up to third in the pitching rotation, going 13-13 with a 4.23 ERA (Lahman).

Taylor (and presumably Leitner and Deegan) brought use of sign with them to the Giants. When he first joined the Giants, player-manager George Davis learned sign language and urged other players to do the same; McGraw learned as well after his take-over (Lahman). “We could all read and speak the deaf-and-dumb sign language, because Dummy Taylor took it as an affront if you didn’t learn to converse with him,” said teammate Fred Snodgrass in The Glory of Their Times. “He wanted to be one of us, to be a full-fledged member of the team...We’d go by elevated train from the hotel to the Polo Grounds, and all during the ride, we’d be spelling out the advertising signs” (qtd. in Ritter 117).

And yet, it seems that Taylor could be more exclusive in his friendships when deemed necessary:
His circle of friends was limited but those who were chosen by him found as loyal a friend as a human being could wish to find. Even on his own team there were those whose friendship ‘Dummy’ didn’t care to cultivate. When a new man joined the New York club, Taylor sized him up for a few weeks, and when he finally concluded that he would care to number the new player among his friends he handed him a card on which was printed the alphabet of deaf mutes. On being presented with a card, you could feel certain that Taylor had enrolled you in his list of friends.” (“Deaf Professional”)

The Giants even switched to using sign language instead of the by-then standard baseball signs – until opposing teams caught on.

Taylor’s efforts to communicate also got him into trouble, and not just in the practical jokes he and his teammates conducted on each other. He could make a loud shrill/shrieking noise that once had him ejected from a game by umpire Charlie Zimmer because it was so irritating. However, this was not his only negative encounter with an umpire. The general story, combined from two sources, was that the umpire refused to call a game that was being played in pouring rain. Taylor came out of the clubhouse in rubber boots twirling a bright yellow umbrella (one source even mentions McGraw encouraging Taylor in this prank!). Taylor pretended not to notice the umpire yelling at him as he clowned around, mimicking that he was sinking in the mud. Taylor signed unflattering things to the umpire, and unbeknownst to him, the umpire understood some of what was said from having deaf parents and signed back, “Y-O-U G-O T-O T-H-E C-L-U-B-H-O-U-S-E, P-A-Y $25” (Lahman and “Deaf Professional”).
McGraw and Taylor did not always share such carefree times, however. In The Old Ball Game, Frank Deford recounts the Giants’ batting practice prior to the third game of the 1903 season. Taylor threw a ball back that slammed into the unsuspecting McGraw’s face. McGraw’s nose was broken, cartilage was severed, and blood vessel ruptured inside his throat. “That caused the most incredible flood, the blood spurting out of both his nose and his mouth. Poor Dummy Taylor was beside himself while the other Giants looked on in shock at their fallen leader...Indeed, the blow would affect McGraw’s sinuses and cause debilitating upper respiratory infections for the rest of his life” (71).

The Giants won their first pennant in 15 years in 1904 and again in 1905. 1904 was also Taylor’s best season with a 21-15 record and 2.34 ERA. He was even scheduled to start game three of the 1905 World Series, but a rain-out cancelled the game and Mathewson was chosen to start after it was rescheduled. Taylor pitched winning seasons through 1908, after which he was released in favor of a younger pitcher. He pitched seven more seasons in the minors, then began working at the Kansas School for the Deaf – his alma mater – where he coached five different sports (Lahman). The Silent Worker mentions Taylor serving “as an athletic instructor for the deaf mute employes [sic] of a later rubber company in Akron, Ohio” (“What the Goodyear”). After briefly moving on to a deaf school in Iowa, he then served as a coach, teacher, and administrator at the Illinois School for the Deaf for almost two decades, including the time in which he coached Dick Sipek. He retired in 1940, but later worked as a scout for the Giants and also opened a barbershop. Though married three times, he had no children, and died at age 82 on August 22, 1958, after a heart attack 11 days earlier (Lahman).

Though there are two major leaguers in modern times, Curtis Pride and Ryan Ketchner, who have severe hearing loss, the fact remains that deafness is not viewed in the same
parameters as it was in 1883, 1888, 1901, or even 1945. In the times of Edward Dundon, William Hoy, Luther Taylor, and even Dick Sipek, sign language was not a language. To most of society, it was indeed a series of gestures and pantomime, used only by those who did not have the mental capability to create words with their mouths. In this time, oralism was promoted and taught in schools; signing was hidden from public view. It was speech and speech alone that was thought to make humans human and that separated them from other animals. Even at the time that Dundon and Hoy were being educated, oralism had already begun to spread into residential schools for the deaf. As the decades wore on into the early 1900s, deaf people had begun to fear that their language would not survive.

What is most incredible about historical deaf baseball players, particularly the ones described at length here, is their use of sign language not only to speak for themselves, but in communication with their teammates, coaches, and managers. Despite this suppression and oppression by the outside world, there is no record to be found of teammates during any of William Hoy career moves refusing to sign with him. There is no record of John McGraw forcing Luther Taylor to take speech lessons. And there is no record, not a single one, of fans who argued Edward Dundon's umpiring calls because he was deaf.

The significance of this was that the sport of baseball, a major part of American culture itself, was able to look past the domination of oralism to focus on, literally, the love of the game. This was before laws made it illegal to refuse to hire a disabled worker, and yet more deaf professional baseball players were hired in those twenty to thirty years than in the last eighty. This was before politically correct terminology was mandatory. Yes, the nickname Dummy was regularly used, but many accounts of teammates and managers show their agreement that these players were not dumb but instead considered quite intelligent.
This trend, however short-lived in the grand scheme of things that it was, transcended the need for sound in this environment. These players did not need to hear the shuffle of feet in the dirt; they could see who was up at bat. These players did not need to hear the creaks and squeaks of old bleacher seats; they could see their fans waving their arms and hands. These players did not need to hear the grunt of the umpire after each throw; they could see the signals in the fingers and arms of their coaches. This acceptance of deaf professional baseball players in the major leagues during a time when their language could not reach the same status in the rest of society is monumental, and only proves the sport of baseball’s most humble beginnings.
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3. Allison Crane (Prof. Lisa Hermsen) Writing

Allison Crane has written an intriguing piece about her study of gross anatomy in the RIT Physician Assistant Program in the Department of Medical Sciences. She also invites us to consider the increasing mix of the technological with the human.

After the first day of our Rhetoric of Science, Alison recommended that I read the book *Stiff: The Curious Lives of Human Cadavers*, by Mary Roach. She and I began to exchange reading lists: Atul Gwande, Oliver Sacks, Christine Montross, Richard Selzer, and others. So when Allison decided to try Science Writing on her own, she knew she wanted to write about her experiences as a student of medicine.

Her writing, like all good Science Writing, has significance beyond her own professional practice. Allison uses her essay to take us from the old imaginations of dissections performed in anatomy labs to the advanced technologies available in RIT's new Anatomy Studies Laboratory: natural lighting, sophisticated ventilation system, progressive smart-classroom design. It is evident that Allison is thrilled to have the opportunity to work in the laboratory she describes so impressively.

Allison, rather than stopping at an appreciation for technology in medicine, argues for a balance between the technology and the human, describing her interaction with the material human body in front of her. Allison is a brilliant student and able writer, who (I have no doubt) will go on to provide humane medical care.
Six Unusual Class Members
by Allison Crane

Like most people, I have a Monday routine. Once I get to the academic side of
campus I begin by changing into dirty clothes. Next, I swipe my card to open the door,
button up my lab coat, and “double glove”. The locker room smells more than the lab
does, probably because the two expert ventilation systems are installed in the lab, but the
hallway houses 23 gross lab coats with no air movement. Needless to say I’ll forget all
about the outside world when I try to remember what the hell I’m supposed to be looking
for. The lab manual always helps, propped up next to the table, but it’s a pain when the
pages stick together from the juices that leak from the table. One time I was looking for
the bifurcation of the radial nerve in the forearm, thankfully it was where it was supposed
to be underneath the brachioradialis. Good day. Wednesday. Repeat. Only then I found
the lumbricals beneath all of the subcutaneous fat, tendons, nerves, and blood vessels
around the metacarpals.

The College of Science at the Rochester Institute of Technology is not the biggest
college on campus, but we do have the most secrets. We have a new building, we call it
CBET (the Center for Bioscience Education and Technology). It’s number 75, the one
behind 76 and 9. Why there was ever a building 76 (or 77 and 78) before 75 I don’t
know. It’s successfully hidden from students who don’t have to go there since they don’t
really know it exists. Liberal arts professors get lost trying to find it, and most have no
desire to try. In fact, we want to keep it so secret that many of the labs require card-swipe
access. I have access to the second floor Anatomical Studies Laboratory. It’s the cadaver
lab.
At least twice a week, often more, I go into a brand new, state of the art, professionally ventilated smart classroom. This one in particular has something that most labs go without. Six bodies. On a typical Monday or Wednesday afternoon, one will find 31 bodies in this room: twenty-three living students, two living faculty (one with a doctorate in Anatomy and Pathology) and six supine, embalmed cadavers. The cadavers never leave the lab, but wait patiently filled with formalin. Slowly the bodies will dry out and someone might wonder why they smell like Snuggle fabric softener (which is not just used on clothing anymore). By the end of the course, it is the job of each table of four students to try to determine their body’s age and cause of death. Each cadaver was over the age of 60 when they passed and none have died from an outrageous unnatural cause or infectious disease.

Some lab days are really exciting. One of the extensors on the posterior forearm, the extensor digitorum, is the primary extensor of the digits. That means it straightens your fingers. However, the tendon that goes to the ring finger splits and also sends a branch to the pinky. Have you ever wondered why you can’t bend your pinky finger without your ring finger bending with it? In lab I got to pull on that same tendon in the hand of dead body to see his fingers straighten. It’s a good trick to try to determine which tendon is being tagged on an exam, pull the tendon, observe which finger extends, and determine the correct muscle: the extensor digitorum, or the extensor digiti minimi.

There is a gentleman at the middle table on the right side of the room I have become rather acquainted with. Most of his wrinkles seem to be more from the loss of embalming fluid than old age. He’s balding and had a triple by-pass surgery, two or three laparoscopies, and a gall bladder removal operation. He has been extremely helpful in our
dissection, although he got a little touchy-feely when I had to hold his arm back with my hip in order to cut open his armpit. My three lab partners and I do not know his real name or anything about his life or who he was. For this reason we have not arbitrarily named him either. We considered a few possibilities, I thought he looked like a Howard, Christina says he might have been a George. We won’t know these things, but there isn’t a student in our class who does not hold these bodies in the highest respect. Nevertheless, it’s easy to make jokes about the amount of fat or feel awkward grabbing hold of the large intestine.

In fact, the potential for lack of respect concerning the cadaver lab is one reason Dr. Doolittle, Head of the Department of Life Sciences and our professor, doesn’t feel any need to publicize. The rumor that he was given a blank sheet of paper to design the lab is true. Dr. Doolittle created the entire layout of the room and what went in it, the only limitations he had were the dimensions of the space. He worked with engineers to fully equip the lab with two ventilation systems. One sucks air out from the floor of the room, and an additional system takes the air from the head of each table out the ceiling through a silver tube. The lab includes white boards, a projector, and an attached smart classroom ready to be installed with computers and anatomic software. This summer $30,000 will go to filling the currently empty glass cases along the wall with models, bones, atlases, and other supplemental material. Other faculty from medical schools and hospitals drool when they hear about what we’ve got at RIT. Believe it or not, most of the institute doesn’t even know the lab exists, nor has any idea what we do, what it means, or why it’s not just a room full of dead people. An RIT official once turned to Dr. Doolittle and said “I hear we’ve got a morgue on campus”. Comments like that are what make him
cringe and decide not to bother broadcasting the lab. In an article from the Democrat and Chronicle on the official opening of CBET Thursday, April 26, 2007, very few words were mentioned about the building's high tech labs, and none about the "Anatomical Studies" lab. No one from RIT was quoted. On the CBET website through RIT, there is only mention of human anatomical studies and the ability for physicians to practice on cadaver tissue, and no more detail is given.

The old lab was housed in the subbasement dungeon of building 8, the College of Science home base, when Dr. Doolittle first came to RIT in 1986 and started the class. Here, the ventilation was makeshift, and the three-cadaver room was about the size of Dr. Doolittle's current office. He tried to move the lab to the first floor in the mid-nineties and was told by the previous dean that she "won't have dead people on the first floor" period. No other reason was given, despite Dr. Doolittle's assurances that it would be as concealed and safe as it is now. So instead, for twenty years students were hiking down the dank hallways to a lab that was cramped, dark, and smelly.

Now, the room has windows that let in enough natural light to see by and brighten the room with life and excitement. However, the blinds are low enough to keep eyes out, for legal anonymity purposes. No one is allowed to see the cadavers except those registered in the course. Our class itself is a mix of science students with a passion for the body. We have some pre-medical, pre-dental, pre-veterinary, pre-physician assistant, pre-nurse practitioner, pre-physical therapy, and a few biomedical and biotechnology students. The diversity of the students and the cadavers bring nothing short of enthrallment to the lab. I have to stand on a step stool, another student is returning to school after fifteen years and one of the lady cadavers near the window is tinged green.
Two women are missing a breast from cancer, and the gentlemen to our left has a pacemaker and crazy white hair. Depending on the smell or the day, we often complain about the grossness or coolness of our current dissection, and each cadaver smells different. You don’t notice how used to your own cadaver you get until you smell someone else’s and try to argue that yours doesn’t smell. They all smell. It’s just that after getting used to the scent of your body, everyone else’s stings and makes you step back if you get too close; like yours did those first few days.

The skin of our cadaver was once a peachy-pink and is turning orange from drying out. Some of the muscles are a little hard and look like beef jerky. At the end of each class we spray about a bottle of diluted Snuggle fabric softener to keep the body moist and pliable. Cheesecloth is filled into every few layers to hold in the Snuggle, and big metal pins hold the skin closed over the cavities. Partly for the sake of the cadaver and partly for the sake of the lab group, a cheesecloth mask covers our gentleman’s face and a clean paper towel over his hips assures a sense of decency for the man who gave his mortal dwelling place to a couple of 20 year olds to tear apart. The tools are all laid out: disposable scalpels, small scissors, pointed tweezers, and blunt probes. We keep the bone saws in a drawer near the sinks. The stainless steel tables have two side lids that form a pointed dome over each body. A coiled tube that looks like it’s made of tin foil wrapped around a slinky rises from the head of each table, another tribute to good ventilation. The lab is clean, clear, and each table is adjusted to each lab group’s personal preferences. No one is allowed in our lab except for us. For this quarter, it is our lab.

Each group is extremely possessive of their body. Ours is the best and the coolest, even though we have to look at another body to see the cystic duct since ours was
removed with our gallbladder during surgery. Instead, when we tried to find the opening where it may have joined the common bile duct, we instead ran into metal staples surrounding the softer tissue. The first creepy part of dissection is making that first scalpel cut through the skin. It’s pink, tough, and looks like skin. When the blade hits the subcutaneous fat, there’s a release in pressure and you know that you can then drag the blade down to the xiphoid process, or around the belly button. Most of the body is soft, bones are obviously hard, and ligaments are extraordinarily sharp on their edges. At first, the vessels and nerves were the hardest to tell apart. With practice the flimsy veins filled with blood are easily removed to find the rounder arteries. Arteries and nerves are the same color, but nerves are flat and sometimes stringy, as well as slightly more delicate, easier to accidentally pull out, and more important to know for a test. It’s a great feeling to separate muscles by sliding your hand completely under them in one swift stroke and incredible to make movements happen in order to try to figure out the action of each one. Muscles do just what the textbooks and atlases say they do.

Scar tissue around each of his surgeries made some muscles and membranes tougher to get through. His lungs were weighted with embalming fluid, and were a pain to pull out of the thoracic cavity. We should have cut our hole in the rib cage a little bigger. Metal twist ties held his sternum together from the bypass surgery, and sutures and staples were present all over his heart. The great vessels like his aorta and common carotid arteries cracked from hardened plaque on their sides when we squeezed them. After we removed the heart but before making the incisions to see in side it, we had to take it over to the sink to rinse out the masses of hard, dried blood trapped on the inside. The abdominal muscles were thin and almost impossible to get through, and we had to
remove his paper towel to cut down into the genital area. Unfortunately, or not, we don’t have time to dissect the perineum. The intestines allow fumes to emerge from the abdominal cavity every time they’re shifted and they are extremely gooey and make the splunging squishy sound if you aren’t careful. There are food masses still in the stomach and the lower GI tract. We cut open part of the small intestine just to see what was in it. It was brown, chunky, kinda really gross. Despite the relative thinness of our cadaver, pulling out gobs of fat from over, in, and around his stomach and intestines were the only way to see his kidneys, back muscles, and the lumbosacral trunk of nerves. It made all of us wonder how much padding we really did have despite attempts at exercise.

My friends and acquaintances by now must be sick of me talking about the lab all the time, “I totally ripped out the musculocutaneous nerve by accident!” “He’s got three arteries stapled to his heart!” “Today we sliced open the kidney to see inside!” or of my incessant diagrams of the brachial plexus and aortic branches on every black or whiteboard I find. At the same time, most of their eyes widen in amazement or horror. My mom cringes and worries about my pleasure in class as my dad just shakes his head. I spoke with a cardiac surgeon at an Easter brunch and when I brought up the topic his face lit up with mine as he described his cadaver from medical school and how he’ll never forget him. He also mentioned how the table next to his complained of the fat on their cadaver. His was very skinny. My mother later turned to me and said, “So, if I ever decide to donate my body to science I can never let it go can I?”

There are rumors that cadaver labs are beginning to be phased out of the medical school curriculum in favor of plastic models and computers. Even trained anatomists are showing a lack of skill in the craft. RIT has a cadaver dissection lab that rivals that of
our syllabus) Dr. Doolittle encourages extra time in the lab to check out these structures. Thankfully, he is a professor that wants nothing more than for his students to learn.

Sure, the lab smells a little. Yes, I will be burning my lab clothes and coat because they’re just that disgusting. True, my roommates were totally grossed out when I told them that there was human juice on my lab manual sitting on our kitchen table. Is it worth it? Absolutely. There may not be words to describe the grandeur of an experience like this. The class is intense and requires an enormous amount of work, but most of us don’t even consider it work. There is no greater peace than sitting in the lab, just moving stuff around, looking at how huge the aorta is, or how cool it is to pull a muscle in the forearm and see a finger bend.

There is nothing comparable to this experience, and it would be impossible to think I could ever learn everything about the human body. Considering all the structures and minute details we don’t or can’t see it makes me wonder how all of these things were discovered in the first place. Dr. Doolittle loved dissections so much he made it his career, even though the sight of blood makes him faint. He told me he loves just sitting in a lab and going at it without a manual to see what he can see. Every body is different, just like we are taught that every person is unique, inside and out. We are a privileged group of students to see the beautiful insides of the six men and women decided to come back to school one last time.
4. Jessica Bryant (Prof. John Roche) Creative Writing

Jessica Bryant was an A student in my Creative Writing: Poetry class winter term who produced a memorable portfolio of poems titled *Swathed and Stolen*. These poems are organized into three thematic sections, with provocatively opaque titles: “Defining Intrinsic,” “Sun-dried Blades of Thirteen,” and “Lost Liturgies.” At an age when most student poets are writing cliché'-ridden verses about love, self-loathing, and teenage angst, Jessica Bryant is producing sophisticated meditations on philosophical, religious, and scientific themes. Her keen sense of metaphor, her rich trove of words, and her willingness to experiment with forms as varied as the pantoum, the sestina, the villanelle, and the chance poem all make possible a most promising career as a poet.

But what the judges could not see (what you see I’m holding now), is the exquisitely designed chapbook Jessica created to house her poetry portfolio.

Another thing the judges were not able to factor into their decision was Jessica’s strength as a performer of her poetry. She has become a regular at the Pure Kona open mic in Rochester, and, it so happens, is being featured tonight at 7 pm in the Writers & Books “Under 25” series. That’s at 740 University Avenue if you’d like to come out and hear Jessica Bryant. She will also be reading on May 3.

I’d like to end by reciting one of the poems from Jessica Bryant’s collection, titled, “It’s Our Secret”: 

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I’d like to end by reciting one of the poems from Jessica Bryant’s collection, titled, “It’s Our Secret”: 

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the slumber of War's ruin

In faith, I believe well
that which turn'd me from hoping
the summer might yet come during winter.
and perhaps you believe me—
to be broken.
bed of desultory shadows and half
light where flickers of words and
glyphs on the walls tell the only tales.
   alas, the warmth not left me,
I find winter to be a shield.
which protects against its barrenness.

which blankets the citadel you,
otherwise, believe to be in wretchedness.
   where are the cracked walls?
which fissured head let in torrents
of white frost?
   which wounds
   open
to the cold were this the cost?
In faith, they are here well.
white scars of ice score great walls
of stone. Yet, no more shall wind break
the fortress of these sacred halls.
   where, beneath, under
the colorless tide, a quiet
flood of virgin hue is rising.
day it shall scream:
   No more do I believe!

Defining Intrinsic
**Waking**

unfamiliar light is soft at unfamiliar angles
vantages uncontroverted, I think on a haze of angels

my feet are warm
am I lost in clouds?
    stuck on the dim
    side of
    who cares where.
    I'm bedded in heaven.

a silhouette washes over intermitted grey
dawn is slowly fading white as I lay
fast covers drawn, not even awake—in haze
but shadows slow swift the impending sun.

a weight jars equilibrium
and ensues a slow rhythm
    breathe, release,
    tangled to deceive
    which is mine—
    I cannot tell.

hard shadows meet soft radiance and I
can barely recognize all but love.

**Surviving Sin (Apologies to Adrienne Rich)**

*Parody of Living in Sin by Adrienne Rich*

He had known the studio would never keep;
impossible to dust the furniture of love.
Denying damning, he wishes the faucet less vocal,
the panes restored to shine. A worn rug,
a piano with plastic keys, a cat
nose chasing beetle-eyes to shelter of saucers
he had risen from chipped moldings.
Not that at seven he should rise and writhe
under harsh slaving sun; that morning light
so blazing would etch and caress
flesh so deceptively yet demandingly pure
against his last night's sepulchral bottles,
and the milkman's tramp would beat his mind
sole envoy from virtue's mother . . .
Meanwhile, she, with a yawn,
stared at his dozen notes upon the keyboard,
denied it out of tune, avoided the mirror,
flinched at his beard, paced to fetch the dust cloth;
while he, jeered by the minor demons,
pulled back the door and made to the street and found
a pack to banish blazing flesh,
and returned to burnt coffee, straight sheets.
By evening he is back in lust again,
back on the mattress and hand grazing worn floor.
He never wakes to feel the daylight coming
sleep shuts out the milkman's rattle up the stairs.

So long.

A step and a raindrop.
The synonymous weight and brevity
cause me to pause.

Perhaps I am not alone.
If rain walks beside me as an entourage,
it braves another kind of weather.

Perhaps I said too much,
now the rain speaks.

It embraces as a greedy ravager
whispers to mock and humble.

Vivid images splash into my eyes.
Vision drops out of color
and into memory's revenge.

Maybe my voice was too loud
is that why now I can't speak?
Maybe my memory was wrong
does it feel it must compensate?

Can one lift their head—
to see the sky through dripping
locks of lost hopes.

Is it too clichéd to mention
shattered dreams?

I was too cold laughing,
now I'm shivering.

I forgot to fear unrestraint
and ended here, faint echo of a dirge
for a symphony never played.

A step and a raindrop.
The synonymous symphony drones
cause me to flee.

a year's morning

her hands and heart were no warmer than the hearth stones
on the elemental winter mornings, heat was scarce
Or perhaps the chill was merely sorrow

her day dress is grey,
the color of her eyes,
The color of stone

the hem shows neglect of washing
the dirt of floating through dusty halls and muddy moors
Soiled by catatonic wanderings of a broken spirit

the pig's pink is faded
winter's skies dull color
Especially her cheeks
months after April

I woke, surrounded only
by indefinite darkness
shadows and lonely silence
whisper: 'we hold your heart yet'

without hope, rest falls barren
here at the end of all days
every effort could not save
my winter falls with no escape

finally this black sky has
settled into blue morning
I wonder as I watch light
on the horizon forming:

how long has it been since I
woke and knew not the dearth of
sick nostalgia for a dream
of the end of the search of

my April, lost forever
it seems, can beauty survive
cloud-filtered feeble rays
or last enough to revive?

letters by your hand will lay
tauntingly, cold, against mine
my favorite consonants
L and V, I cannot find

in their place a cold request
to which I can scarce reply
a meeting, a look at best
could I go? can I? should I?

I wonder, surrounded only
by indefinite regret
can you be the same as before
winter's course I rashly set?
light never betrays time here
so I count the moments and
perhaps never is better
to stay from my harming hands

I am haunted by her face
maimed by swaths of this torture
rationed cruelly to me through
only fleeting sights of her

though I again know the end
up stories of silence and stone
my window panes see you
but they view you alone

behind courtyard trees I peer
hoping this time we will touch
before you are snatched away
hoping for more but not much

acidic cold has not yet
stolen your fiery hair
or taken your warm heart
the last parts winter did spare

you turn, your fleeting face, I
see in my desperate way
you reach out and scream my name
loves' woe you, dwindle away

gone again, my April gone.
until I turn my eyes far
let you live in my heart, you
will ever be held in shadow
for time

Pantoum

my journal is turned
to open properly this time
make physical the quadrants of mind
words must not be useless

to open properly this time
the lines of scrawled script
words must not be useless
lest pencil marks wear away

the lines of scrawled script
must stay from prying eyes
lest pencil marks wear away
and sense fall from pages

must stay from prying eyes
the internal exposure of
the fallen sense of pages
with time washing by

the internal exposure of
honest reflection against truth
with time washing by
pale scrawled meanderings

honest reflection against truth
always distorts reason of
pale scrawled meanderings
from time washing by

will always distort reason
when feeling truth of self
from time washing by
my journal is turned
Candle
Shape Poem

the snow traps street lights at midnights, midair.
blinds never fully shut the world away, glares.
the panes awake, slats shaft light and dark. pairs.
harsh contour warps on the cluttered floor.
midway to your mind, my stare halts
fractured across a haze of faults
and more wonders. I never knew this halting
feeling so well. fingers frozen, faltering.

the haze overhead is a frozen fractured sunrise.
time halts too. on the forgotten edge of existence
our perch next to darkness drawn away from the
causeway of light flitting against, flirting with,
teasing out, the idiosyncrasies of the white walls.
our white walls are flushed pale and cold. not at
all flushed but dormant, parched, departing, dis-
owning all pretense and supposition to color, not
defining or identifying inner with material strains.
Remember our wedding white. These walls remind.

your fusion into dreams lasts alongside mine. mind.
flesh never fully shuts out internal infinity. twined.
refrains of our daytimes lull lullabies in breaths. find.
soft contour warps blankets, of snow, of cloth.
midway to your shoulder, my neck halts
fractured across a haze of faults
and more wonders. I never knew this mauling
sensation so well. faculties ravished, falling.

the still air interweaves dreams, I breathe in
breathe in your dreams. Dreams spill over and
into my mind. its waves wash in, eroding every
barrier. Waking is never the same shore, never.
tomorrow we will set sail at dawn. Miles from
yesterday, on our dreams.
but now the walls are calling, you are stirring, your hands
are not faltering and unrestraint is conquering hesitation.

Lets free the fractured sunrise from the sky and paint the walls with glow
of our morning. our own shores. paint them at midnight and map out what the
stars know

55
Defining Intrinsic

Porch

cleared paper plate sits on a glass table
shielding all but occasional flash of toe
pumping legs back and forth
never brush the wooden porch

shady evening chatter
under lattice nailed together
by young hands

four chairs occupied
around a citronella candle
invisible glow protects
sweating bottle of ketchup

music of the highway
humming of the pool sways
harmony of bird calls

a chorus of night creepers
rises in the woods to the
west where the sun splays
above and waits to be claimed

talk of funny dreams
and next week seems
and thoughts of Disney World

we were really going
in two years—under a clear
orange July sky too far to care yet
watching pink smoke trails of a jet

daddy said we would have to
fly to find Disney World
but wouldn't we hurt the clouds?
grown up talk is for grown-ups
and I never was very tall
lost among the streaks of light on
the grass, whistling of the thruway

mommy don't fold your arms
into the plastic chair—show me,
teach me how to braid my hair

daddy don't clutch your cup
and slowly sip feeble content
teach me how to tune grass
teach me how to read the star map

creepers chorus crescendos
as they seize the sun for lost
the stars shyly enter once more

the thin light's perimeter lights faces
wind, so warm, is a blanket
heads tilt back, locked, caught. but for youth,
I'd have released those priceless secrets

a lamp in the house ticks on
casting limits on gown-up eyes
as the stars drew ever closer

abandoned chairs urge me on
must go alone to a grassy observatory
ethereal instruments of irises await to
devolve galaxy-etched truth

Sun-dried Blades of Thirteen
and falling off the day too soon
until I learn my rightful part

three chairs sit in the living room
in a house of four people

the photos on the wall blend bland
smiles forced, distances terse and

according to the scrapbooks
I never made it past eight

my tragic death must be recorded
in pages since lost, pages I hate

television is humming while I lay
to sleep, and cannot find release

Wednesdays are for breathing
out on my own under the one
expanse of above and I
remember why I seek alone

Thursdays are for denying
symmetry between stagnation
and my existence. A paper due
today: I titled it 'Tragic Idealism'

my room is always closed
and closet always open

my desk always covered
and my chair always broken

my lamp turned upwards
so brighter light seeps down

my hands always busy
and my mind's corners drown

my eyes ever wandering over
purple walls and grease-pencil graffiti
Fridays are for sleeping
week past again in silence
and the words not spoken
will forever lull in my dreams.

A Broken Picture
Shakespearean Sonnet

When all the glass is lying shattered here
All hope, all strength from you wont be forgot
When shards tear at what I once held so dear
Reflecting on this paper what is lost
Cold memories remind me of your warmth
The shades of black in which you now lay
Cloud my eyes as I try to hide from this dearth
While kneeling here I waste another day
Suppressing tears as footfalls meet my ear
They fade away and loss consumes again
I lay my hands among the shattered fear
The glass is swept away with my lost friend
As all the shards won't fit the mold I made
I leave the memories here and lay down the frame

Swing Set
cold stone
little feet run
loose light cloth
hot hard concrete
avoid pebbles
to run across gravel
cool grass
squish and slow
the swing
almost there
a dog barks
to the ring of dearth tucked away? Allegiances
and alliances locked in spires and bridgeless schism
divides intricate flourishes in windowless panes. Hands
leaf and trek through leaves of parched paper worn
by time until the doctrine's flesh beats slow
and rings out of tune with the chimes.

No allegiance lies beneath the clouds on the ground so worn
the Great Schism cannot prey there. Interim so slow
the prayers forgot the very same hands buried the chime.

**bombshell womb**

languid heat
checkpoints stranded
desert expanses
endless pointless fences
stretching, extending, defending

green clad footsteps
strict shadows
marching martinet
heaving helmets

tread tracks
shifting roads
full stops
retractable traps avoided
steering, peering, leering

perch towers
craning cameras
trained sights
veiled sun-shaded busts

concrete breakers
swells of sand
drifting debris
barbed tumbleweed fence
suspending, stranding, strangling

colored banner
proud wind
empty exposed foundation
splayed spattered shots

wafting cloth
small sandals
sewn beads, dark braids
flouncing, skipping, singing

tense steps
swathed form
hands hidden
loving, nervous eyes
piercing, needing, leading

hoping for redeeming.

Its our secret.

Don't tell the world that I think of you.
They would be jealous of our love.
Across land and language,
from third street to third world,
color, denomination, space, race,
hands are hands to help and heal.

Don't tell the world what I do for you.
They already know about your joy,
they don't need to put a face to my love
that gives and trusts and knows
all you face is made better by my
single sacrifice to assuage your sorrow.
Don't tell the world what I mean to you.
They would never understand.
About your lonely mother's desperation,
about your too-short pants and insect infested room,
about strife and disease and mine-filled sidewalks,
about your tin house, about your moldy books,
about your eyes which don't understand words,
about your thirst. about your thirst for better.

Don't tell the world what you mean to me.
They should already know.
Your precious letters I cannot read,
translations of tears and sighs and smiles
I know you are eating drinking of a better world,
I can raise you on my shoulders to see the future.

Designing History

linear acceleration, velocity, channels of propagation
meet your image in my cortex in delta time

atoms, axons, neurons, neutrons,
quantum chaos and the order of electric eclectic thoughts

fabric, fluid, dimensions, time, substrate of the extant
our theories channel forward as Laminar Flows

moments of inertia, cosmic centripetal tension, balance precision
delicate calling of constants lets life live

waves, tones, refractions, reactions,
raise questions and hypothesis over intent and intender

space-time geometry, dilations, more debating out of books, a book
dissonance calls accidents nature's power

big bangs, complex inequalities, in the margins of
the first chapter printed on the thinnest sheets

scratch, algebra, lambda, delta, divide
greatest minds search deeper to find answers

is it too terrifying to consider, too terrible to ponder that
a phase ghost moved upon the face of the waters?

**Listen, Truth!**

*Exercise*

Its been a long, lonely night when the angels refuse to hark
little less than grey if the dawn brings no new start
interminable haze droops and transcends the stark
and into the realms of the indiscernible. Red spark
of morning is lost between layers of dusty parts
of sky. The dense white mire amass, hovers,
not to be dispelled or relinquished—yet
as insulation to the world so wide,
as a barrier against time with its high,
expectations, not to be moved or set awry.

To parch the earth unfiltered, unconceivable.
A new start to spring on nature, unforgivable.
To lose part in rally against truth, irreconcilable.

Say 'hark!' to the great patriarch of suffocation,
and never lose light in translation.

**Plaid Man**

*Experimental Sonnet*

to chase a cloud is but to dream
in noon-time grey the head of haze
will mask the weary, you have seen
the orchard ripe a ready place
to stay and know life is at ease
repose on chalkline fences and
to walk and bask in ready peace
and climb the scaffold hand o’re hand
for day-time, dusk-time, offerings
relinquish sage and Hippocrates
to cure the beast of slaughtering
and climb the scaffold if you please
to nail the branches to the trees
and catch a cloud to ne’er release

Maiden of Haeldhan
Chancer Poem
Gaps when nothing
deal died in infant
stages of sleep, again
her silver death
perfectly voiceless
celebrates this white day

slant age’s table
toward the beautiful knife
and its company of lust
and punctuate each stab
with an idea, gather
shimmered recollection

speak what her words
forgot and left—say
profound, brilliant words
to gloss and dress the straits
of River Narrow, waters high,
reflecting streaming banners

top terrace pool swims
beneath maiden’s last vessel
mummer a prayer for her
passage down to the sea
when under her reign again,
perfectly voiceless we will be
Pursuit of Escape
Vilanelle

to amplify the stars
aberrations refract onto skin canvases
and wisps of shadow melt into sky

the lone bird soars fleeing his only tie
to the betraying earth and into freedom
to amplify the stars

slant trajectory of landing to find
the new perch in cloud-mountains, where
wisps of shadow melt into sky

February's migration follows line
after line of atmosphere distortion
to amplify the stars

aftermark of open wings repeats
beating shadow to cloud havens
wisps of shadow melt into sky

skin landscapes watch for flutters
to put taps into and tag freedom
but watch how he amplifies the stars
as his whips of shadow melt into sky
5. Kate Salvaggio (Prof. Vincent Golphin) Literature

I am almost embarrassed to comment on Kate Salvaggio's entry in the Kearse Award competition, because I had so little to do with its success. "The Chronicles of Narnia: The Lion, the Witch and the Wardrobe: Adamson's Film Falls Short of Capturing the Magical Land Created by Lewis," exhibits exemplary skill for the analysis of literature and film. My course might have provided some small insight into C. S. Lewis and the problem of evil his series of novels confronts, but I am pleased to see such a clear dissection of the thematic contrasts between the story's handling by the mid-20th century author and 21st century filmmaker Andrew Adamson.

To nominate Miss Salvaggio for the Kearse prize in literature was an honor. A freshman, among the two youngest students in the course, her critical intellect is a stand out, and thus deserve acknowledgment. I just wish I could say all that she learned came from me.
Adamson’s Film Falls Short of Capturing the Magical Land Created by Lewis

A set of novels beloved by many, *The Chronicles of Narnia* has become a staple in children’s libraries. The second book in the series, *The Lion, the Witch and the Wardrobe*, was made into a motion picture in 2005. The creation of this film, as always happens when a book is made into a movie, sparked a debate over whether or not the film was true to the novel that C. S. Lewis created. Lewis developed the four children’s characters throughout the novel in an effort to show the children reading the novel that the sacrifices that people make in their lives to defeat evil and eliminate the pain and suffering of others are what defines the greatness attributed to one’s life. Throughout the novel, the children managed to grow up and made many sacrifices in order to rescue Narnia from the wrath of the White Witch’s evil rule. However, there were many subtle and not so subtle changes made in the plot and dialogue of the novel when it was converted to a film format that altered Lewis’ message. Most importantly, the characters of the four children in the movie are perhaps representations of parts of the characters that Lewis created but do not depict them as they were shown in the novel, and the changes to the characters and plot details surrounding them change the message that Lewis worked so hard to convey.

As a reader, the imagination is free to roam and able to create traits, both physical and emotional, and associate them with a character. Because a movie provides all of these traits for the audience in the way the actors decide to portray their character, some of the magic of the
novel is lost in translation. In this case however, the director of the movie, Andrew Adamson, seemed to take too much artistic license. Adamson was quoted in an interview with the New Zealand Herald saying that “to [him] it’s about making a movie which lives up to [his] memory of [his] book rather than specifically the book itself.” While Adamson may be able to see his childhood memories in the movie, not all of Lewis’s readers are subject to the same personal history. Thus, the characters of the four children, Lucy, Edmund, Susan, and Peter, have been fundamentally changed in such a way that many who have read the book see a resemblance between the characters but do not recognize the characters from the novel that they have grown to know and love.

In the novel, Lucy is a fun innocent loveable character, but in the movie she comes across as an awkward and slightly annoying preteen. Her attempts to entice her brother and sister to stay to defend Narnia and to help the faun come across not as bravery but as whines. Despite her slight awkwardness, Lucy’s character is the one that remains the most true to the novel and the directors managed to create moments in which true emotion comes across the screen. For example when Lucy first enters Narnia the expression on her face is pure joy at her discovery of the snowy white wonderland. Moments like this truly expressed the character of Lucy created by Lewis in the novel. Lucy was the first to discover Narnia because of her openness; unlike the others she does not focus on the past, she only faces the future and that enables her to be brave. Throughout their adventures in Narnia in the novel, Lucy is focused only on rescuing Mr. Tumnus and her brother and does not concentrate on the idea of going to war; that same idea comes across in the film through Lucy’s character as she is the one who is always urging the other to stay in order to help the faun.
In contrast to Lucy, Edmund's character seems to be the most affected by the conversion from print to screen. Not only does the casting and representation of the character change Edmund, the script changes him as well, editing out a few details that were seemingly very important to Lewis. The first change to Edmund happens within the first few minutes of the film in a scene that only occupied a single sentence in print. The second sentence of the novel states “This story is about something that happened to them when they were sent away from London during the war because of the air-raids,” and the movie capitalizes on this as a chance to give the story a setting (Lewis, 111). The movie opens with the Germans bombing London and eventually shows the evacuation of the children from their home; Edmund refuses to leave the house without a picture of what can only be assumed to be his father. This scene, cowering with his photograph, is the first impression that the viewer has of Edmund and makes his character out to be weak. In the novel, the first impression that the reader gets of Edmund is his reaction to the professor's appearance when Edmund “wanted to laugh and had to keep on pretending he was blowing his nose to hide it” (Lewis, 111). This makes Edmund out to be more outgoing and more of a trickster than the impression given in the movie.

Another big change to Edmund made in the movie was the blame that was placed on him for being a traitor. Lewis made it quite clear in the novel that the Turkish delight that the Queen had given Edmund was enchanted and “anyone who had once tasted it would want more and more of it” (Lewis, 126). This enchantment of the Turkish delight is a way for Lewis to separate Edmund from the evil associated with his actions; the witch is the one who enchanted the Turkish delight and therefore she is to blame. Lewis reinforces this numerous times and it is made out to be one of the reasons Edmund returns to the witch, because he craves more Turkish delight. This craving is Lewis' way of absolving Edmund and placing the evil solely on the
shoulders of the witch. Because the idea of enchantment was left out of the film, the evil was spread out among not only the witch and her army, but also touched Edmund. There was no reason provided for Edmund’s actions aside from greed and love of power, thus making him seem partially evil to the viewer. This evil was then reinforced in the fact that he betrayed his siblings not only once as in the novel, but three separate times. Upon his arrival to the witch’s castle, Edmund betrays the location of Susan, Lucy, and Peter, telling the witch that he “[brought] them half way” and that they are “at the little dam with the Beavers.” In the novel, Edmund said something similar to this but then continued to tell the witch what he knew about Aslan and the stone table; in the film these two facts were revealed separate from each other and separate from the first. It was not until after Edmund had been sitting in the dungeon of the castle for a while that he divulged the information that he knew about Aslan’s return. The location of Aslan’s army and the stone table is not disclosed until a little while later when Edmund, realizing that the witch is going to harm a fox, speaks out in an attempt to save him. It is not until after he has already told the witch that “the beaver said something about the Stone Table, and that Aslan had an army there” that Edmund realizes that he may have said too much and thus betrayed his brother and sisters again. By splitting up Edmund’s betrayal into three separate components, it makes it seem as though he has not managed to learn his lesson the first time as he seems to in the novel. Instead, he does not realize his betrayal until after the third time and by then it is already too late. While it may have been too late in the novel as well, Edmund’s character seems to learn something in the process and thus his traitorous act can be forgiven by the reader. It is harder to forgive Edmund while watching the movie because his motivations for betrayal have been changed and his excuses taken away and after the second and third blunder a pattern has already been established.
Susan’s character has also been changed by the movie; while she still portrays the mother figure that she did in the novel, she was made even more motherly in her role of the movie. It seemed that as soon as they left the train station, Susan was immediately put into a motherly role; even in the game that she made up guessing words, it was as if she was homeschooling the other three children, a role that a mother would typically hold. When all four of the children are in Narnia, Susan claims to be the “realistic” one. But her realism really comes across to the viewer as worrisome. It seems that Susan is always bringing up the war in the film as a reason that they need to leave Narnia because “Mum sent [them] away so [they] wouldn’t get caught up in a war.” By defending Narnia, they will engage themselves in a war which is what their mother wanted them to avoid and why they were sent to the professor’s house in the first place. This war reasoning that appeared in the film was not present in the book. Lewis used the war as the reason that the children went to the professor’s house, and the idea occupied only a single sentence. The film expanded the sentence to include not only the scene at the beginning but also used it as a reason why the children were reluctant to accept their destiny as rulers of Narnia. For Susan, this reasoning seemed to continue throughout the film until they were finally able to meet Aslan, after which she seemed much happier and more involved with the creatures of Narnia. Before her acceptance however, Susan seemed to blame Peter for a lot of what was happening to them in Narnia, especially what happened with Edmund. In the novel after Edmund had left the Beaver’s residence the three children knew immediately that he had betrayed them to the witch. In the film however, the children went with Mr. Beaver and watched Edmund walk into the witch’s castle, seemingly needing proof of his actions. The children got upset that Edmund had left them and felt that they could not just let him go. Susan seemed so upset that she began to yell at Peter saying, “This is all your fault! None of this would have
happened if you had just listened to me in the first place.” Susan seems to be blaming Peter for Edmund’s mistakes in the film and her guilt trip has an impact on Peter as a character.

Peter’s role in the film was also changed by the fact that his character was more hesitant to accept his destiny in the film than in the novel; the Peter written by Lewis was a true leader however the Peter in the film takes much longer to grow into and accept this role. In the novel, Peter was the one to suggest that the children explore the house on a rainy day where as Lucy was the one to suggest hide-and-seek in the film. By allowing Lucy to suggest a game, the film removed the role of leader from Peter in the beginning and the remainder of the movie felt like a struggle between his leadership and his compliance to Susan. After Edmund had left to see the witch and the beavers were telling the children of the prophecies of Narnia and their roles within them, Peter hesitated several times saying simply that “[they] just want to get [their] brother back” and implying that they will leave Narnia upon Edmund’s return. Accompanied by this is the fact that Peter also hesitated when he was with Aslan. When Peter is talking to Aslan on the hill, Aslan tells him that “there is a deep magic that rules over Narnia” and “it defines right from wrong and helps us fulfill destinies,” and still Peter hesitates saying that he “[does] not think [he] will be able.” Before the battle scene, Peter looks to Edmund as though he is unsure whether or not he will be able to accomplish the task at hand and defeat the white witch. And it is Edmund who nods silently in reassurance to let Peter know that it will be okay. Even when Peter seems to finally accept his destiny, he is hesitant about letting the others do the same. In the middle of the battle when it looks as though there are too many enemy troops, Peter elects to stay and fight while he tells Edmund to “Get the girls, and get them home!” It is almost as though the film director and writers did not want Peter to embrace the role that he was given in Narnia and thus do not allow him to accept the leadership that Lewis bestowed upon him until the very end. In
the novel, Peter is not so hesitant to accept his destiny which allows him to be a leader throughout.

At the end of the novel, Lewis defined the changes in the four children’s characters by telling the reader the names that their people had imparted upon them during their rules as Kings and Queens of Narnia. Peter became known to Peter as King Peter the Magnificent because he was a great warrior. Peter becomes a leader throughout the novel, sacrificing parts of himself as well as his life in order to defend Narnia and bring peace to the land. The people called Susan Queen Susan the Gentle because she “grew into a tall and gracious woman... and the kings of the countries beyond the sea began to send ambassadors asking for her hand in marriage” (Lewis, 194). Susan held a motherly role throughout the novel and she is growing into that role even more which Lewis pointed out through the idea that ambassadors are seeking her hand in marriage, the final step to motherhood. Edmund, a “graver and quieter man than Peter” but “great in council and judgment” became known as King Edmund the Just (Lewis, 194). This shows that Edmund, the quiet, odd child, has overcome his betrayal and grown up to be a great adult. And finally Lucy, “gay and golden-haired” who “all princes in those parts desired... to be their Queen,” became known to her own people as Queen Lucy the Valiant (Lewis, 194). Her title shows that she has overcome any fears that she may have and her people have come to think of her as someone who is incredibly brave and no longer afraid. While all four of these names are given to the children in the movie, they are handled in a different manner. Aslan is the one who bestows these names upon the children rather than the people and they receive the names immediately upon being crowned Kings and Queens of Narnia. There are also no reasons given for the names, forcing the viewer to come up with their own conclusions which are not necessarily obvious ones. By eliminating the information that states how the children have
grown into their names, the film eliminates part of Lewis’ message about sacrificing oneself for others in the light of evil in order to overcome evil and achieve greatness.

While the film did manage to convey characters that resemble those that Lewis created and displayed a similar storyline, the changes made to the story and dialogue muddled the original message that Lewis intended. By using the four children in the novel, Lewis was able to show that the sacrifices that one makes to eliminate pain and suffering is what makes us good people. Lewis’ concept of good and evil was easy to track throughout the novel but the way the film altered the characters, particularly Edmund, made it harder for the viewer to see the lines that Lewis clearly defined.
6. Cate Leonard (Prof. Katie Terezakis) Philosophy

Existentialism may be characterized by its unremitting honesty in approaching the issue of contingency and its consequences. If being or the universe is radically contingent, then human existence is absurd, which is to say that for the conscious being, the goal of finding absolute meaning or truth is unachievable. In the face of this incessant, often painful absurdity, the conditions for the good life entail a form of personal authenticity that Nietzsche associates with self-overcoming, Sartre with taking-responsibility and Camus with defiant happiness.

Cate Leonard's essay "Absurdity" methodically treats these issues, ranging with critical acumen from Pascal's Wager, to Camus's Sisyphean hero, to Nietzschean values and Sartrean ethics. Framed as an analysis of absurdity, the essay presents a lineage from Cartesian subjectivity to Kierkegaardian inwardness, and it treats with insight subtle aspects of the existential handling of anguish, nausea and our constitution under the gaze of the Other. But "Absurdity" is not merely a work of secondary literature. It is a project, in the existential sense, in which the author commits herself with uncompromising honesty to investigating the way in which the issues at hand actually involve and shape her. The careful conceptual investigation of absurdity is developed through the particular, very real ways that existential absurdity remains coiled at the heart of the author's experience. In other words, this essay is itself an existential undertaking in the definitive sense of the word; it is a realization of authenticity that, as such, explicitly and courageously thematizes its own limited character.
Absurdity

Once you have seen absurdity, you can never un-see it. If Pascal’s Wager worked, I would be a Christian – not because, as the Wager states, it is safer to believe in God than not to believe, but because religion is comforting.

Pascal asserts in his Wager that we should believe in God because it is the safe thing to do. If one believes in God and is right, one is granted an eternal, happy afterlife. If one believes in God and is wrong, no harm is done. If one does not believe in God and is right, again, nothing good happens and nothing bad happens. But if one does not believe in God and is wrong, one is punished in Hell eternally. Therefore, claims Pascal, it is the best bet to believe in God, just in case He exists as the Bible states He does. If one does not believe in God, Pascal suggests that adopting Christian practices will eventually make a believer out of anyone.

There are two glaring problems with the Wager. The first is the assertion that going through the motions of Christianity will eventually lead to a true belief in God. The second, and even more problematic, is the assertion that devoting one’s life to God when God does not exist is harmless. If I were to devote my life to God, I would be losing a piece of myself, even before I started losing all the little pieces that would come with adopting Christian practices, beliefs, and rules.
The first bit of self that is lost is that which embraces absurdity. It is the part of Sisyphus that causes Camus to say we must imagine Sisyphus happy. It is the part of self that affirms life itself, the part that says, “yes, this is absurd, but it is.”

What is absurdity? According to Camus, life is absurd because of consciousness. We are in the habit of living. We are all, like Sisyphus, pushing the rock. The difference is in affirming or denying the absurdity. The “divorce between man and his life, the actor and his setting, is properly the feeling of absurdity” (Solomon 189). Writing about absurdity is necessarily absurd because the reader either has the experience or not. If not, reading about it will not touch them.

I suspect that most people spend nearly their entire lives fighting the idea of absurdity. They turn to religion to comfort them. It is possible that they could not handle the thought of absurdity, but I am pretty sure I cannot handle it sometimes, either. Religion provides for them a structure and some feeling of absolutes. Like Nietzsche describes in *On the Genealogy of Morals*, their suffering in this life is justified and rewarded by their eternal afterlife. Similarly, God will hand out the punishments to those who have wronged them and did not obey these religious rules – the believers need not even enact their own revenge. Passivity equals good. Let go and let God. I do not have this structure. I make my own lines and then I cross them when I feel they no longer serve a purpose. I have the power and the freedom to change my mind and re-evaluate my values. For example, I used to value family loyalty above all else.
I am struggling with the idea that one must have a profound experience of the absurd, in which one noticed absurdity, to be truly aware of it. Perhaps it need not be a profound experience, but some single moment when absurdity is realized and the one experiencing it does not turn away from the idea of absurdity. Is it possible that Sisyphus could push the rock up the mountain for half of eternity before realizing absurdity?

Camus states “at any streetcorner, absurdity can strike any man in the face” (Solomon 190). We go through life according to our habits and patterns and do not realize absurdity until we ask “why.” He considers the “revolt of the flesh” to be absurd – it is absurd for humans, as beings in time and as beings who will each eventually run out of time, to long for tomorrow (Solomon 192). Each tomorrow brings us closer to death. I have to laugh at this because, even though I will assert again and again that I am not afraid of death, I long for yesterdays as often as I long for tomorrows. Maybe this is because I feel anguish – I already know that I did not kill myself yesterday and therefore it is infinitely safer than tomorrow.

It would seem that the only way out of absurdity, if the habit of living itself is absurd, is to die. The only way to actually choose death is suicide, which Camus considers to be the wrong choice. Suicide is ridiculous, but it is not absurd. In fact, suicide, actively choosing to end one’s own life and succeeding, appears to be the only act that is not absurd. Camus describes it as a giving up, a declaration of weakness. “Dying voluntarily implies that you have recognized, even instinctively, the ridiculous character of that habit [of living], the absence of any profound reason for living, the insane character of that daily agitation, and the uselessness of suffering” (Solomon 189).
It is absurd to long for tomorrow and it is ridiculous to die voluntarily because, for Camus, quantity of life is more important than quality. Because we are sensual beings, we are constantly experiencing and longer life will therefore always bring about more experience. Longer life is more life. “Living is keeping the absurd alive...above all, contemplating it” (Solomon 193).

I think part of accepting absurdity is realizing there can be no absolute Truth. This is the most difficult part for me. This is why, even though I know Descartes’ proof of God is flawed, his description of an evil genius disturbs me. Rationally, I realize this is ridiculous, mostly because all I have is my perception, so even if I am being deceived by an evil genius, the deception is my reality. The problem, then, is with other people.

My father has a problem with remembering his dreams too well. He admits he sometimes does not know if something actually happened or if he just dreamed it. He frequently recalls conversations with me that never happened. But there is the problem. It is entirely possible that these things do happen and I am the one with the memory flaw. There is no objective way to determine which of us has the properly functioning memory (this is assuming, of course, that one of us does, which should probably not be assumed but can be for the sake of argument). He realizes that this can happen and why it frustrates me. I know where he is coming from, too. For the first couple of years after my mother died, she would show up in my dreams and do and say all of the things she normally did and said. Once or twice I dreamed that she was hiding in the house because
she was not really dead. When I woke up, I had trouble convincing myself that she was, in fact, just a pile of ashes dumped in a hole in front of a church.

I have a similar problem when considering myself and who I actually am. If two people perceive me in two very different ways, how do I know which I am?

My mother is my best argument for believing Camus when he says life is absurd and for believing Sartre’s idea of contingency. For as long as I can remember, I have been trying to decide between becoming the person she wanted me to be and becoming who I am. I wanted to be what she wanted me to be because I thought it would make her accept me. The most absurd part is that this is still happening. I, with no belief in an afterlife, am letting a dead person influence my daily decisions. If I gain a pound, if I wear something trashy, if I get a good grade in a math class I know she would be disappointed and it still affects me. What is most absurd, though, is that I am not sure if I have the ability to be authentic because I think about what other people want from me so much that I do not think I know what I want. I do not know who I am without the context of other people. I can make sense of this when I consider Nietzsche’s claim that consciousness develops out of society or Sartre’s claim that we know ourselves through conflicts with others. But I wonder if these are true and if other people feel the way I do, how can we possibly be authentic? How can I make an authentic choice if I have three or four nagging voices in my head telling me what I “should” be doing? And why is it that my mother can make decisions on whom she should be as well as who I should be, and I can do neither? Interestingly (or maybe not), this is the reason that my very first reaction,
my gut feeling, when I found out she was dead was relief. There was this flash of relief, like I had been suffocating and could finally take a deep breath. That was an authentic feeling and I hate myself for it. I have a fear that if I were to be completely authentic, I would be a horrible person.

It does not matter who I want to be. It does not matter what I want to do with my life. What matters now is now. I feel that am not anything now, other than one who pushes the rock. I do not know how to choose myself. I am both unlimited potential and already wasted potential.

I am not smart or strong. I am not fast, creative, artistic, vibrant, cheerful, altruistic, or friendly. But I am honest. I know that life is absurd and I know that I have to take responsibility for myself. I know that I may spend the rest of my life alone and inadequate, but I have this honesty about life.

As for contingency, my mother’s death convinced me that there is no force, no plan, no god, no order to things that happen. Thinking about contingency actually eased a small amount of my guilt surrounding her death. It started in August when I was sixteen. I had just gotten my driver’s license and was about to start my senior year of high school. My mother had a severe depressive episode and was hospitalized at the request of her family. She received treatment for the depression and for her alcoholism. My father went into a rehabilitation program for his alcoholism. He told me one night he was leaving for this and was gone the next morning. I spent almost two weeks alone with my brother.
When they came home, I told them if they ever just left like that again, with no plan and no warning, I would not be there when they returned. It was mean and it was selfish and horrible. I am really good at feeling guilty and this started the guilty feeling for the whole chain of events.

My mother and I had a fight about her car on a Thursday morning before school. I wanted to drive to school because I had to be there until 5:00. I told her she could not leave me for two weeks to fend for myself and then come back and pretend nothing had happened and I would just submit to her again. This was also mean and selfish and horrible. I won the battle and drove to school. I never won the battles before. I doubt I even fought that hard before. I nearly always just gave in.

At some point during the day, she decided to walk to the gas station for cigarettes. She never came back. Exactly a month later, a construction worker found her dead body in the woods. I would tell myself nearly every day that if I had not picked that fight and taken her car, she would not have been there. She would have driven to the grocery store. There was no doubt in my mind that I could have absolutely prevented her murder. When I started to consider contingency very recently, I started to wonder if I was wrong in thinking that. Maybe it would not have happened if she had gone an hour earlier. And what if she had sent my brother instead? Just for some more absurdity (or maybe ridiculousness, I am not sure), I feel guilty for using the concept of contingency to absolve myself of some of the guilt I used to feel. In addition to wishing I had the comfort of religion to deal with or ignore absurdity, I think I may have missed my
calling. My incredible ability to feel guilty all the time would surely have a better place in organized religion than it has in a contingent world.

I do not believe in luck. My friend tells me this is because I have the worst luck of anyone he knows. I cannot reconcile luck and Sartre’s idea of contingency. If I believed in luck, I would have to believe that there is some force that has the ability to influence contingency. If that were true, it would not be “contingency.”

When someone dies, it seems to be normal for the people close to that person to become hyper-cautious, at least for a time, about whatever killed the person. If it is heart disease, everyone must go get screened. If it is some horrific accident, extra precautions must be taken. If it is a murder, suddenly everyone must be less trusted. This is absurd. It is as if the world is suddenly more dangerous for the rest of us. No, this is not right. Even in the case of hereditary disease, where your chances of developing it are affected by family history, your chances of dying from that disease have nothing to do with someone else dying of it first.

This relates to Sartre’s concept of fear versus anguish. We experience fear of the outside, of the other. We fear that an external force will act upon us in a harmful way. We fear death (if we are not all committing suicide) because it comes from an external force. I suppose I find this absurd because I think I feel anguish more than fear. I am more concerned, to use Sartre’s example, that I will throw myself off the precipice than that someone will do it for me.
This also relates to the thought that contingency is potentially freeing. I find it sort of ironic that my mother's family, who believe that God has a master plan and everything that goes along with that, are the ones who are afraid. If God has a plan and it includes having them all murdered, I would think being afraid would be an affront to God. If someone wants to murder me, I have to assume it will be motivated by something I have done (for which I must take personal responsibility) or contingent (for which I will not be responsible). Either way, I see no purpose in being afraid now. This is not to say that we should not take precautions against accidents and disease, because that would be showing a serious lack of personal responsibility. For example, if I run out in front of a bus and it kills me, this is not contingent. If I am standing on the sidewalk and the bus hits me, this is contingent. This is also unlikely.

Nietzsche claims we invented religion (and art, simultaneously) to seduce ourselves into living. If we believe someone is watching our suffering, it has meaning. But the justification of suffering is only aesthetic. There is no meaning in suffering. There is no justification without the aesthetic. I think this is an externalization of suffering. If not for society and consciousness, would we know that we were suffering (and, if we did not know, surely it would not be suffering)?

My mother's death confirmed my atheism and at the same time cemented my brother's faith in God. He believes he will see her in Heaven someday and that is a comfort for him. It amazes me that two children growing up in the same family in the
same house so close in age (he is only older by a year and a half) can become such radically different people. Though, my brother and I have in common this either general inability or simple unwillingness to stand up for ourselves.

Being a girl put me at a disadvantage. My mother had very strong and often contradictory ideas of what women should be. If I am feeling charitable, I will assume she really believed she was doing what was best for me. If I am feeling sympathetic, I will assume she was trying to make me into something better than she felt herself to be. And, if this is true, maybe I should not feel I was at a disadvantage because my brother did not get the same rigid shaping I did. I think, though, that even if these were her intentions, my mother needed a better method. Clearly, I remember and struggle with a lot of her ideas about women, and about how I should be in particular, especially compared to my brother. But if these were her intentions and she were successful, surely it would be the case that I would hold these beliefs and not struggle against them.

The most absurd thing of all is that I feel like everyone else surely must think about all of these things that I think about. How could it be that they do not all consider absurdity? That they are not all "nauseous," as Sartre would say? Sure enough, I find more and more that the majority of people do not think about these things. I am jealous because I feel so incurably alone.

Kierkegaard claims that the crowd is "untruth." This is consistent with Sartre’s claim that we act in an absurd way in social situations. The crowd is not just a gathering
of individuals because of the way they act and influence each other. We say and do things in a crowd that we would refuse to do as individuals. For this reason, the crowd can never be authentic. Even if everyone thought about absurdity, then, I suppose I would be no less alone if I wanted to be authentic.

Nietzsche asks us to consider eternal return. He describes a demon coming to us at night, telling us everything that has happened in this life will happen again, exactly as it did before, with nothing subtracted and nothing new. Would we affirm this or would we fight it? Every time I come back to this, I feel apathetic. I would not joyfully affirm it, but I think I would give an apathetic, “sure, why not?” I am not sure if I believe that which does not kill me makes me stronger, but I do believe it does not make me any weaker. As Camus says, longer life is more life and I have not yet broken the habit.
7. Eric Goldman (Prof. Spencer Meredith) Political Science

Eric Goldman wrote his paper on revolutionary movements in Latin America. There has been increasing diversification of strategies vis-à-vis government structures in the region, and Eric made a compelling argument that non-violent demonstrations are most successful when coupled with ethnic cohesion within the group and separation from the larger national community. Unlike other ethnic minorities, these groups achieve their goals more readily and easily when they build on public support from "outsiders" in the rest of the country. Eric compared the Chiapas movement in southern Mexico with the FARC organization in Colombia. The result was an interesting paper that not only covered the strategies of these two groups, but one that could also be used by fledgling organizations in different parts of the world.
Why The Beatles Got Revolution Right:
An analysis of the effectiveness of nonviolent action in Latin America

Eric Goldman

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Professor Spencer Meredith III
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"In a revolution, one triumphs or dies (if it is a true revolution)."
- Ernesto "Che" Guevara, Letter to Fidel Castro, 1965

When one traditionally thinks of revolution, images of bloody rebellion and armed struggle come to mind. This vision is romanticized as being not only glorious, but also effective for instituting change. A revolution, as defined by the American Heritage dictionary, is a sudden or momentous change in a situation ("revolution" 2004). Nowhere is violence a requirement. Violence may be instinctual, but it is not the most effective vehicle for change. An enduring revolution is characterized by an empowerment of the outspoken and repressed. While the rhetoric of Che Guevara still lingers in the minds of many seeking change in Latin America, a new wave of nonviolent revolution is gaining strength in this region. Exemplifying the effectiveness of nonviolence is the Zapatista revolution in Chiapas, Mexico. In contrast, the problems and faults of violent revolution are demonstrated by the lingering conflict in Colombia. Through a comparative examination of the theoretical underpinnings and the practiced tactics of the Zapatista Army of National Liberation (EZLN) and the Revolutionary Armed Forces of Colombia (FARC) the virtues, merits, and overall relative advantages of nonviolence will be irrefutably established.

The first order of comparison is to weigh the relative financial and human costs incurred in violent versus nonviolent revolutions. In a violent revolution, by definition, the combatants wage a physical war against the state, which results in casualties for both insurgent combatants and state fighters. Additionally, noncombatant citizens are put at risk because they are indistinguishable from the members of the revolutionary faction. In comparison, nonviolence destroys the legitimacy of violent tactics. While the government rightfully has the authority to use coercive force against any enemy of the state, such actions appear devious and unjustified against nonviolent actors (Zunes 2005). In terms of financial cost, nonviolent action is
substantially less expensive than violence. A violent revolution requires weapons. Because it is expensive and difficult to acquire, insurgent weaponry must be bought through illicit channels. Nonviolent tactics, in contrast, are generally less cost prohibitive because they rely on people and words, not on guns. The cost of organizing people and spreading the communiqués and messages of a nonviolent revolution are negligible. In addition, nonviolent movements can utilize temporary volunteers, while a violent revolution requires mercenaries who are willing to pay with their lives. On the whole, the tactics employed by nonviolent revolutions such as strikes, demonstrations, and protests are less expensive and complex to organize compared to elaborate military raids and campaigns.

Beyond cost, the tactics of nonviolence are more effective in practice than those of a violent revolution. When a nonviolent movement chooses to strike or to demonstrate, the message and objective is clear; however, the purpose of physical violence is often ambiguous. Nonviolence also tends to create friction within the government and dissent within political parties. Often, this leads the government or individual state actors to negotiate or to implement changes. The response to violence from the state, on the other hand, is usually reciprocal or crushing force (Leech 2002). In the eyes of the government, the people, and external observers combatant insurgents are tantamount to terrorists, whereas pacifist resistors are often met with extended support. Ideological motivation also ties into the success of the nonviolent revolution. The violent offensive is usually focused on destroying the state's foundation. Conversely, unarmed resistance is usually more focused on changing the current system. As a result, nonviolent resistance encourages "the creation of alternative institutions, which further [undermine] the repressive status quo" (Zunes 2005). Nonviolent movements tend to be truly popular, actively engaging a greater percentage of the population; thus the people themselves
bring about change. While, on the contrary, the violent insurgent group purports to fight for all of the people, but in reality is only seeks power for itself.

A successful nonviolent revolutionary movement is exemplified by the EZLN in Chiapas. Initially, the EZLN declared war against the Mexican government in 1994. However, soon after the initial armed conflict the organization realigned its policies to reflect an ideology of nonviolent action, popular mobilization, and increased global awareness. Today, the Zapatistas continue to build a program which works to strengthen the will of the people. Because it chooses not to rule over the people, the EZLN often abstains from involvement in local politics (Stahler-Sholk 2007). This strategy is also useful because the federal or state authorities cannot claim the local governments are illegitimate because of their connections to the EZLN. Moreover, the people have begun to establish alternative institutions with the EZLN's assistance. The development of alternatives to state institutions allows for the people to become less reliant upon the state. Additionally, alternative institutions strengthen the power of the people because they are able to exert more control over their own lives. When the people control their own fate their fear of change and of the state are diminished. The underlying concept here is the capstone of nonviolent resistance: revolutionary change comes from the bottom-up, not the top-down.

Another facet of the Zapatistas success with nonviolence is their use of modern information and communication systems to strengthen their support structure. The EZLN emerged at a time when the Internet was starting to become readily available. Since its emergence in 1994, the EZLN has used its Internet presence to share the Chiapas experience unfiltered. The Internet allows for the Zapatistas to circumvent the traditional controls of the state, which seeks to isolate the EZLN from the people of Chiapas, greater Mexico, and the international community. While inside Chiapas there are no modern communication systems, the
message of the EZLN reaches NGOs, IGOs, and the general populous in other regions and nations. Accordingly, it is easier to obtain sympathizers and contributors to the Zapatista cause. The Internet is also important to the success of the Zapatistas because it allows for unbiased dissemination of information. While the traditional media may alter or "spin" a report or story, first hand accounts from people within Chiapas and foreign observers can be freely distributed over the Internet. As a result, the Mexican government cannot cover up its own actions or the situation in general without losing credibility (Cleaver 1995). Furthermore, the Internet is both timeless and instantaneous. Current news and events are swiftly available for the world to see, and in addition the Internet makes it easy to browse news, accounts, and opinions throughout the history of the conflict. Thus, the Zapatistas are able to remain globally unified and to expand their outreach through their focus on the diffusion of information.

In addition to its global outreach efforts, the EZLN has made great progress towards increasing popular participation in Mexican politics. For example the EZLN have developed a program called The Other Campaign, which is an extension of the bottom-up philosophy practiced by the EZLN. This program is an effort to create a network of dissent through Mexico, in order to unite various groups in challenging the governmental status quo (Mora 2007). By uniting all of the people of Mexico, truly popular change can overcome the deficiencies in the corrupt, elite dominated government. In addition to establishing alternatives for the people, nonviolent groups such as the EZLN are willing to negotiate with the current government, providing a "golden parachute" and comfortable middle ground for the current regime. Involvement in the political process, in addition, has increased the organization's legitimacy. In 2001 the EZLN marched throughout Mexico in order to address the Mexican Congress on an important Indian rights law (Darrien Gap LLC 2001). While the bill itself was considered highly
undesirable by the government, they had no choice but to accept due to political pressure brought by the EZLN through publicity and demonstrations. As a result, the EZLN was able to bring about action for change at a low cost, with popular support, and through peaceful means.

In sharp contrast, the militant organization FARC continues its violent revolutionary campaign in Colombia. FARC was originally founded in the 1960s as a military extension of the outspoken Colombian Communist Party. While at the time a violent guerilla organization may have seemed appropriate, it is troubling that FARC has not updated its ideology to align with the changing political environment. This theoretical fixedness has resulted in the long-term failure of FARC's violent revolution, and additionally has made it difficult to sustain the movement over time. Thus, the primary tactics of FARC's revolution have remained armed resistance, kidnapping, and occupation of Colombian territory (Leech 2002). While the Revolutionary Armed Forces have experimented with pacifism and political involvement numerous times, they have always returned to a policy of "fundamental societal transformation through the armed achievement of state power" (Venden 2006, 250). The continued violence and involvement in illicit enterprises has significantly diminished the reputation of FARC, and has garnered the organization international disapproval rather than support: the era of cherishing violent revolutions has ended. As a result, FARC has alienated a large base of its external support, and has isolated itself from many of its internal constituencies (Rodgers 2006). This can be attributed to FARC's use of violence and fear tactics on the general populous.

While it may seem counterintuitive for FARC to alienate and attack the people of Colombia, this is one of the side effects of using violence and terrorism. As Logan and Myers point out, FARC is now fighting for survival and not for "the cause". Moreover, this so-called band of revolutionaries has transformed itself into a criminal enterprise. Their actions are not
bringing about any fundamental or systemic changes; rather their actions are focused on consolidating control over the people and physical territory. As a result, FARC must be considered illegitimate and ineffective. Clearly, after more than 40 years of fighting, FARC's revolution has failed because of its insistence on violence. Its only real accomplishment is that it has become more corrupt and odious than the government it fights. In contrast, true revolutionaries would inspire the people and fight for lasting change. As Logan notes, "FARC [has] almost no regard for public opinion, little popular support, and use[s] intimidation more than anything else to force civilians to live in fear" (2005).

This focus on itself has prevented FARC from addressing any real problems in Colombia. Only about 10% of murders and a low percentage of all kidnappings in Colombia can be attributed to FARC (Leech 2002). Neither the government nor FARC have sought to address any of the real problems in Colombia. The fighting between the two serves as a distraction from the real issues plaguing Colombia. There is no time to worry about the people of Colombia while both the state and FARC remain engaged in this power struggle. While the state is ineffective at governing the people, FARC does not provide any stable alternatives. As a result, from the vantage point of the common citizen, FARC does not present a viable or preferable alternative.

While nonviolence tends to move third party institutions and organizations in-line with the revolution, violence confounds external issues. The first external factor which intertwines with revolution is the culture of violence within the country. In Colombia, oppressive violence is very familiar. Violent atrocities ravaged Colombia as political factions fought for control during the mid twentieth century. Thus, a culture of political violence was developed. Colombia remains a fairly unstable and violent country, even though it is called a democracy (Leech 2002). On the other hand, since the Mexican revolution, there has been relative political stability in Mexico.
The low level of political purging and violence coupled with the stability of state institutions has helped create an environment that is conducive to change. The violent tactics of FARC have only exacerbated the culture of violence in Colombia instead of creating a stable foundation for change.

The involvement of foreign powers is another external factor which is affected by the mode of revolution. If a super power or regional power has a vested interest in the success of the state, a violent revolution is very unlikely to succeed. The training and funds provided to the state by a foreign government increases the gap between the insurgent and state tactical advantages, which is the main determinant in an armed battle. Because it has become increasingly difficult to separate legitimate violent revolutionaries from terrorists, supporting armed rebellions is imprudent for almost all foreign governments (Zunes 2005). On the other hand, a nonviolent revolution is much more likely to gain support abroad. One can easily see that the EZLN has created an extended network of support inside and outside Mexico, while FARC has become infamous in almost all Latin American and Western countries.

Domestically, a nonviolent revolution is more likely to result in long term success regardless of the current government model. First, violence against an authoritarian state results in counterattacks and increased repression against the entire population. Thus, the people suffer greater hardships rather than change. In a democracy, violence is impractical because an attack on the government, by definition, is an attack on the people. Consequently, violence only weakens the people's power and gives legitimacy to state repression. Second, nonviolence attempts to empower the populous and unify the people. The nonviolent revolution thus has a much stronger base of support to bring about change. In authoritarian systems, the people are often silenced; however, nonviolent strategies, such as the strike, will serve to unite the people.
and give them strength to speak out against the government. This presents a threat to an authoritarian system because it reduces the non-popular state's power compared to that of the populous. The nonviolent tactics serve to empower democratic practices and institutions which can become more powerful than the authoritarian or artificially democratic state. Nonviolence brings about true democracy, which by its nature allows for change from within.

While Churchill's claim that democracy is the worst form of government, except for the rest (speech, House of Commons, November 11, 1947), it is the governmental model which allows for the most change. Full scale revolution in a true democracy is unnecessary. In fact, the founding fathers of the United States believed that revision and change were inevitable parts of a democratic country's destiny. This ideal is best expressed by Thomas Jefferson: "The oppressed should rebel, and they will continue to rebel and raise disturbance until their civil rights are fully restored to them and all partial distinctions, exclusions and incapacitations are removed" (Notes on Religion, 1776. Papers 1:548). Democracy lends itself to change and continual evolution. The nonviolent methods of change are, like democracy, transparent and popular; they are ingrained in the structure of democracy. When a violent group overthrows the government, it usually only brings about a new repressive regime. On the other hand, the design of nonviolent revolution puts the power in the hands of the people. Once the people reign, their will can be justly exercised and they become free to rule themselves.

The success of nonviolence in Chiapas, as compared to FARC's bloody campaign, stands as a testament for other countries in transition or seeking a revolution in Latin America and throughout the world. One of the keys to modern nonviolent revolution is international awareness. As globalization continues to expand, the effect of international events and policies will continue to increase their effect on domestic policies (vis-à-vis Second Image Reversed
Theory). Therefore, by gaining global attention through NGOs, IGOs, and self-publications, a nonviolent group can spread their message and gain sympathy. The effect of the international community can often outweigh a government's effort to censor an insurgent organization.

Second, an insurgent organization's use of nonviolent tactics is more likely to involve a greater percentage of the populous. While the common individual would baulk at becoming a "freedom fighter", participation in a strike or demonstration is less perilous and will engage a larger percentage of the population. Furthermore, nonviolent tactics do not threaten the current institutions, but rather demonstrate to the state that the people have the power to operate outside of its control. Lastly, the costs of a violent insurrection are too high; blood is not a necessary component in the formula for change. More people will participate, and more people will live through a nonviolent revolution. The financial costs of nonviolent revolutions are also less expensive, and therefore the revolution has a reduced likelihood of failing due to insufficient funding. Additionally, because fewer funds are required, the revolution can carry on without turning to illicit means. When these factors are combined, the governmental pressure to change from within is heightened. As the people become more powerful and the international community inputs its desires, the current state loses its power. In a nonviolent revolution awareness, democratization, and unity increase while the costs generally do not. Ultimately, the nonviolent revolution weakens the current state infrastructure and its actors to the point that it must choose either to bend to the will of the people or to fully abdicate power.
Epilogue

In the song "Revolution" by the Beatles, John Lennon has an imaginary debate with a violent revolutionary. When the revolutionary proposes destruction, Lennon responds that "you can count me out". The revolutionary then asks for a contribution- money for his violence - and Lennon again denies his request: "All I can tell is brother you have to wait". In the last stanza, Lennon denies the revolutionaries call to a violent government overthrow, suggesting that "You better free you mind instead". The Beatles message permeates the current world view, which has dismissed the romanticism of the violent revolution. People will continue to seek change in their world; however, as revolution itself evolves, revolutionaries must realize that violence no longer is effective today. Lennon was aware that "We all want to change the world", and while we will continue to persevere for the cause, there is no need to give one's life or to take the life of another. Che was wrong about revolution: In a revolution, when we join together and fight, the revolution cannot die (if it is a nonviolent revolution).
Bibliography


8. Kathleen Steinkirchner (Prof. Kirsten Condry) Psychology

Kathleen’s short paper demonstrates the great value of clear and concise writing about scientific research. In this paper she evaluates research on whether television advertising influences young children’s beliefs about gender roles. Kathleen clearly describes the method of the study and includes sufficient detail to explain the subtleties of the results. Then she offers a critique of the research on several levels, addressing issues of both reliability and validity, and offering suggestions for improvement. Kathleen’s critique is especially perceptive and discerning for someone who is not a psychology major, showing a keen understanding of empirical design and procedure. Overall Kathleen’s paper is well-organized and insightful – two ideals of scientific writing.
In 2005, researchers studied the effect that commercials had on children's views of proper gender usage of toys. One of the most prominent reasons the study was done was that exposure to commercials is extremely high. Children see well over 40,000 commercials per year. It is therefore necessary to see what effects these commercials are having on children. Another significance of this study is to examine gender stereotypes as portrayed in commercials. Finally, the researchers wished to test two different theories that have been portrayed. The first, the cultivation theory, suggests that children's beliefs are skewed based on what is seen on television. The second, the social learning theory, suggests that what is observed by children on television is imitated. The authors believed this to be a good research topic to explore because very few researchers have investigated the portrayal of nontraditional gender roles in media. This can be done by examining participants' behaviors and toy preferences after manipulating gender in children's toy commercials.

To perform this study, first and second graders (both male and female) were assigned to groups that were shown one of three varieties of commercial sets. After watching a commercial set, the children were then asked whether they thought two different toys were for boys, girls, or both boys and girls. The first toy was a Harry Potter Lego set, and the second a Playmobile Airport set. Both were chosen for their gender neutrality.

The six commercials used consisted of two that showed boys playing with gender-neutral toys, two non-toy commercials, and two public service announcements. The three
commercial sets were set up as follows: The first set consisted of all six commercials that were not manipulated. The next set contained non-traditional commercials, in which the two toy commercials were manipulated so that girls’ faces covered the boys’ faces. The third set, the control group, contained two non-toy commercials for two beverages depicting an equal sex ratio in place of the toy commercials.

The toy sort the children performed was done by showing the child an index card with a picture of a toy on it and asking them to classify it as being for girls, boys, or both girls and boys. The toys tested with the index cards were the Harry Potter Lego set, Playmobile Airport set, a generic wooden blocks, a generic wooden train set, a doll and a dump truck.

The results showed that boys were more likely to classify a toy as being for both boys and girls than the girls were in the nontraditional condition for both toys, and more so for the Playmobile Airport Set than the Harry Potter Legos. The girls showed little difference between the traditional and nontraditional conditions for the Harry Potter Legos but were more likely to report the Playmobile Airport Set to be for both boys and girls after seeing the nontraditional commercials. It was also discovered that children who had seen the same commercials prior to the study were less affected by the nontraditional conditioning. The authors concluded that the gender of models in advertising does have an effect on children’s beliefs of what gender should play with specific toys. Thus, advertisers should consider how they may be affecting the development of children’s conceptions about gender.

Overall, the research was well done. However, there are a few flaws that may have affected the results significantly. First of all, children who had seen the commercials
used in the study previously should not have been counted in the results. Having seen the commercials previously, the children may have already been conditioned to the traditional view of which gender the toy was designed for. If a child who had seen the commercial before was shown the nontraditional commercial and then classified the toy as being for boys only, these results would not be very accurate since there is a possibility that he would have been affected by the nontraditional condition had he not seen it and classified the toy as being for both girls and boys.

Another weakness of this study is that the sample size is not very large and may not be considered random since all children were from the same school. Only 62 children were used for the study, about half of whom were males and half were females. This leaves relatively small numbers for each of the three commercial sets. Using a larger sample size would increase the accuracy of the results significantly. By testing children from the same school district a bias is introduced that may have affected the results. The bias involved could be based on the fact that the children probably have very similar curriculums and are taught many of the same values. Also, being in the same school and growing up in the same area of the country may further amplify the effect of the bias. The children could be considered to be living in the same environment, something that is usually controlled for in studies to prevent bias and increase randomness so as to achieve more accurate results. This bias could be eliminated by using children from several elementary schools from various cities and social classes.

The usage of poor-quality editing of the children’s faces in the nontraditional toy commercials is another weak point of the study. These choppy commercials may have influenced the views of those children who watched the nontraditional toy
advertisements. The authors admit that the girls' faces remained static and did not change facial expression. Seeing the girl show no emotion or excitement toward the toy in the commercial may cause the viewers to think that the toy is boring to the model and, therefore, consider it not to be intended for girls to play with.

One last flaw of the research setup was the method by which the children were shown the commercials. Groups of ten children were shown the commercial sets in the same room at the same time. Although this saves on time and resources, and although talking was discouraged, opinions may have been manipulated based on seeing fellow students' reactions to the commercials. This may not have had a huge impact on the results but it certainly could affect them. In order to avoid this, the children should have been shown the commercial sets one at a time, with no distractions. Perhaps a future study could take all of these flaws into account and use a similar method to study the same topic.

Children today are exposed to media in massive amounts and what they are seeing seems to be having an effect on their values and beliefs. Advertisers should be aware of this and adjust their commercials accordingly. Perhaps by studying the long-term effects of commercials on children's perceptions of gender appropriateness based on commercial models we can convince advertisers to take this into account more seriously.

9. Daniel Sydney (Prof. Deb Blizzard) Science, Tech. & Society/Public Policy

It is my pleasure to introduce Mr. Daniel Sydney as the Kearse Award winner in the Program in Science, Technology and Society. Dan’s essay, “The Politics of Cyborgs” was in response to the weekly essay topic, “You are at a coffee house with Manfred Clynès and Donna Haraway (lucky you!). They begin to debate whether or not the term ‘cyborg’ has been corrupted. You step in to settle the debate. In narrative form describe the scene, and make certain that you cover how each of you react to the possibility of the definition being corrupted.”

Dan’s essay was insightful, humorous, and creative. He answered the question while emulating Haraway and Clynès' writing styles in an effort to bring life to their voices. I have no doubt that Dan sat with one hand on the keyboard and the other on a thesaurus as he replicated the rhetorical play of Haraway and the clarity of Clynès. His command of the similarities and differences between the theorists was impressive. Dan placed himself in the story as at first a shy observer who later emerged with a strong argument.

To illustrate, Dan writes as Haraway: “Cyborgian definition,” she continued, “essentially must integrate both the corporeal and the ethereal aspects of humans’ interaction with machines. Failure to embrace all the aspects of that interface, those images and ideals, risks a cancerous evolution. Reappraisal of our viewpoint is a characteristic of our evolution which we absolutely must administer; we will not thrive if we are obdurate.”

He then responds as Clynès, “I cannot accept, nor should any of us, the implication that machines with a bit of organic material clinging to them have anything to do
with the enhanced-human ideal that the word Cyborg was coined for.... A Cyborg is not a genderless, idealistic, societal consequence.”

Dan’s willingness to address the question and bring life to two very real “characters” by examining their arguments and rhetorical styles was ingenious and courageous. Congratulations, Dan, on an excellent essay.
It had been an impulse to go to Starbucks. I needed to clear my head of the technical support calls and pricing arguments my job was burying me with daily and just relax for a while. What I found was both revitalizing and unexpected. How ironic to find the two people who had been the center of discussions carried on during my latest endeavor at college – a sleeper liberal arts course that was turning into quite an intellectual experience – seated at one of the diminutive tables. Nevertheless, there they were, locked into a conversation that looked more like a blacksmith trying to coax a cool forge to life than two respected academicians sharing ideas: Professor Donna Haraway, speaking and gesticulating in her uniquely animated manner and Doctor Manfred Clynes, sitting with his back stiff and arms folded across his chest. Neither one seemed to have found peaceful diversion here. I slid into a soft chair nearby with my tasty beverage. 

What is going on here? I wondered as I surreptitiously watched them over my cup.

"I would say that ‘corruption’ is far from what has transpired, Doctor," Professor Haraway was saying, "anymore than the discovery of bacteria corrupted medical science. This exclusionary mindset you adhere to is the antithesis of healthy advancement." She reached for her coffee and then began speaking again, which interrupted her hands’ movement towards the cup.
“If humans blithely disregard the fact that with a slightly different path of science, we and our environment would be markedly divergent to the current arrangement – and perhaps not here at all – we are in danger of bringing about the very future we profess to so desperately fear. Incidentally, I have no doubt that it has been technology’s oblique path and man’s hand on the tiller that brought us to this decidedly dubious arrangement. Returning to my point, Manfred, there is no way to predict or organize human development without a constant and sophisticated reassessment of our perspectives. Humans have continually reevaluated our body of knowledge as it has progressed over time.”

“Try to re-examine what I wrote in my Manifesto: a cyborg is ‘a creature of social reality as well as a creature of fiction.” Her hands settled to the coffee before her once again and this time stayed in place, loosely wrapped around the cup.

“Cyborgian definition,” she continued, “essentially must integrate both the corporeal and the ethereal aspects of humans’ interaction with machines. Failure to embrace all the aspects of that interface, those images and ideals, risks a cancerous evolution. Reappraisal of our viewpoint is a characteristic of our evolution which we absolutely must administer; we will not thrive if we are obdurate.”

Manfred, though politely listening, was resolute. “It is not that we should reject or ignore these aspects you speak of, but that there are facets of this “cyborg theory” concept that bear no resemblance to a cybernetic organism.” He leaned over his beverage and stared for a moment into its dark whorls. “I cannot accept, nor should any of us, the implication that machines with a bit of organic material clinging to them have anything to do with the enhanced-human ideal that the word Cyborg was coined for.” His gaze rose
to hers and he spoke with quiet intensity, "A Cyborg is, by definition, a human being; to paraphrase my original description from my work with Nathan Kline, *Cyborgs incorporate exogenous components to extend their self-regulatory control function in order to adapt it to new environments." A Cyborg is not a genderless, idealistic, societal consequence."

Clynes sat back and blew a sigh across his lower lip. "I cannot fathom how these skewed, contemporary views have developed." His shoulders rose and fell as he shrugged and turned his palms upward. "From a precise, realistic definition to this...this all encompassing, romanticized vessel for all things even loosely interrelated with technology," he lamented, while Donna looked somewhat exasperated.

As Manfred continued to grumble about the tainted state of the definition of cyborgs, I reflected on the bizarre fact that I was a spectator to this particular dialogue. Moreover, I wondered that they had not reached an agreement. Doctor Clynes didn't truly seem to be 'listening' to the meaning beneath Professor Haraway's speech. Neither did it seem that she was making an effort to build a connection between Manfred's definition and her own. It was clear to me that he needed to be led to an understanding of the sense she was making. Should not such highly sophisticated individuals as they logically find a common view? It just proved that no matter what our status or intelligence, we are emotional creatures and subject to our egocentricities.

My reverie was interrupted as I suddenly realized that they were both looking over at me. "Young man," said Manfred, "you appear to have some comprehension of this subject we are debating. Do you have an opinion as well?"
“Huh? Well...I...er...” was the best I could do for a few moments. At some point I had apparently stopped being casual about my surveillance and been openly staring. Professor Haraway looked amused and Doctor Clynes raised one bushy eyebrow in invitation. I cleared my throat and tried again.

“Well, you must realize that there is room for debate on the subject, sir,” I began. “I have, as a matter of fact, recently read some of both your and Professor Haraway’s work. I cannot say that I completely grasp a lot of it,” now there was an understatement, “but – please hear me out, Doctor,” I said quickly as he began to turn away in dismissal and Donna’s amusement grew. He had asked and now I wanted the opportunity to express my opinion.

“While it is true that your original definition of the word cyborg meant machine, or technologically, enhanced man...uh, human,” I amended, in light of my recent edification on gender, “it is the nature of language to constantly develop and take on expanded meanings. It is my opinion that, while science fiction, for example, has taken great liberties with the meaning of cyborg, the fact is that its core definition has not been altered.” They were both looking at me with a bit of interest now.

“Cyborg still means a human-machine hybrid. Consider this: as biomedical technology advances, the level of that fusion has the potential to increase. With each phase of development humans have undergone, there have been increased contributory affects and effects on evolution and environment. As our knowledge increases, so must our consideration and guidance of that knowledge. As our perceptions of the implications progress, so must our understanding of what falls into the class of cyborgian.” I stood and placed my cup on their table. Now I was the one gesticulating,
working the bellows to the forge. "Man and machine, organisms and technologies, physiological effects and psychological consequences; there are always new facets discovered and developed as we digest knowledge along the way. It's a perpetual growth and learning cycle."

Clynes' brow had begun to smooth and Haraway was nodding as I continued. "You see, we need to consider things like the image of dehumanized cyborgs created by popular culture, or questions like, 'How will my grandchildren be affected if we meld with machines?' as aspects of our cyborgian culture - related to the cyborg, begat from the notion of cyborgs and therefore, ultimately, Cyborgian."

I was a bit stunned by my words; I hadn't seriously thought out any of these philosophies and they were just spilling out of me. Another impulsive inspiration came to me. "Doctor Clynes, you yourself began this reevaluation of the definition of a cyborg when you expanded on the article you co wrote with Kline in 1960. As I recall, you wrote about 'sentic cycles' in another article dubbed 'Cyborg II.' In it you said, and please correct me if I am wrong, 'to plan for space travel adequately, we need to understand man's psychological drives, needs and qualities of satisfaction.' Therefore, Doctor Clynes, and I think Professor Haraway may agree with this to a certain extent, you began the expansion of our definition of a cyborg when you moved us to the psychological consideration. Since then, two generations of humans have rethought technology's relationship with life, in all ways," I finished, gambling that part of Manfred's resolve was pride.

Donna's eyes showed (what I hoped was) approval, which went unnoticed by the good doctor as he invited me to join them at their table.
We will now present the Kearse Awards for work written in College of Liberal Arts Degree Programs.

10. Muhammad Hassan Chaudhary (Prof. Michael Vernarelli) Economics

One doesn't need to be an economist to recognize that these are challenging economic times. The news today is filled with words such as foreclosure, unemployment, inflation and recession. One even hears “stagflation” being bandied about. The term stagflation harkens back to the seventies when, more than thirty years ago, the government attempted to deal with the combination of economic stagnation and rising inflation.

This is the topic of a delightful paper by Muhammad Hassan Chaudhary. Hassan studied that turbulent era from 1973 to 1977 when Richard Nixon began his second term as president and Gerald Ford finished it. For those of you who don't remember, those were the days of wage and price controls, the Arab Oil Embargo, and Whip Inflation Now. Hassan tackled the assignment of analyzing economic events and concomitant government policy with energy and intelligence. This was no mean feat as the mid-seventies witnessed the most chaotic economic events since the Great Depression.

Hassan carefully described the economic environment, painstakingly analyzed the government response, and critiqued what was on most occasions a failure of policy. He demonstrated rare insight in understanding the political backdrop, for example, Watergate, and how it affected government policy. The fact that Hassan is an international student, having only arrived to study in America this past fall makes his achievement all the
more noteworthy.

Hassan concluded his paper with the following observations. "Without doubt the economic policies implemented during this time period (especially those of Richard Nixon) played a huge role in destabilizing the economy and leading the country into recession. I believe that monetary policy can be an important tool if used properly and can lead the country towards growth and prosperity; but as is evident from this case, if not used properly and in moderation can have massive undesirable effects." Today's administration should take note. Congratulations, Hassan, on a job well done.
An analysis of the economic policies of the Nixon-Ford Regime
(1973-1977)
By
Muhammad Hassan Ul Haq Chaudhary
1. Introduction

Richard Nixon came to power in 1969 and from the outset was faced with the problem of growing inflation in the economy. During the first two years of his presidency he pursued the traditional essentially conservative approach adopted by past Republican presidents to tackling inflation.¹

But the Vietnam War and the abolishing of the gold standard had left the U.S. economy in bad shape with growing inflation, a high deficit and unemployment. The inflation rate, which had been 1.5 percent at the beginning of the 1960s, had risen to 5 percent. Unemployment was also up from the 3.5 percent level of the late 1960s to almost 6 percent.² Until 1971, the quasi gold standard — one in which foreign central banks could still redeem dollars for gold — had been one of the few remaining brakes on the Fed's almost unlimited ability to create more and more new money. Post-1971, nothing could stop the Fed. It could, and did, flood the markets with dollars, which meant less and less buying power for those holding this diluted currency. In the short term, cheap money tricked Americans into thinking that the economy was strong when it wasn't.³

Two years into his presidency these problems coupled with the conservative economic policies which led to growing unemployment, by mid 1971, the unemployment rate was over 6 percent and the economy was in danger of going into recession. It was at this time that Nixon faced with a looming recession and the prospect of losing the presidency introduced his 'new economic Policies', the centerpiece of which consisted of 90 day wage price freeze and the creation of a pay board and price

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² Commanding Heights
Daniel Yergin and Joseph Stanislaw
³ Inflation Is Legalized Robbery, Part 2
Gregory Bresiger
Muhammad Hassan Ul Haq Chaudhary

commission to lead the drive against inflation. These policies including, the wage and price controls and surcharges brought shorter-term political gain (his reelection) Nixon was reelected in 1972. But they also caused long-term economic damage.

During the course of this paper we shall try to examine the economic problems faced by firstly, President Nixon during his second term in office and how he tried to overcome these problems and after his dismissal due to the Watergate scandal, how president Ford faced up to the problems he inherited.

2. Background Economic Conditions in 1972

Let's start by taking a closer look at Phase II of Nixon's Economic plan; it was part of the process to deal with the problem in the forefront of public attention at the time, namely, inflation, unemployment and the international position of the U.S. economy. President Nixon, in his announcement of a wage and price stabilization program on August 15, 1971, outlined two phases for controls. A freeze on wages and prices for a 90 day period, which later became known as Phase I, was to be followed by a long range program of controls that would go into effect for an unspecified period of time after the 90 days. This program (Phase II) became effective November 14th, 1971. Although Phase II appeared to have been successful in lowering inflation for the time being (Inflation rate fell from 4.3% in 1971 to 3.27% in 1972) many analysts such as Sydney L. Jones believe that Phase II was a "Political Sham" designed "to pump up the economy prior to the 1972 elections". Where Phase II failed, and failed badly, was in containing food prices. They were left uncontrolled on the farm level partly because of the practical problems of

5 Economic report of the President 1972
6 Phase II in review the price commission experience. Robert F. Lanzilotti and R. Blaine Roberts
7 http://www.jstor.org/view/00219398/di993807/99p02887/1?frame=noframe&userID=8115b40b@rit.edu/01c0a8346600501d396b3&dpi=3&config=jstor
policing them. Officials also feared that agricultural controls would cause shortages—and a farmer revolt at the polls.\textsuperscript{9} The effects of Phase II on inflation in the prices of different goods are shown in Table 1.

In conclusion, one can say that Wage Price controls may work for a short period of time but cannot endure, as described by Arnold Weber and Daniel Mitchell in their book; The Pay Boards Progress: Wage Controls In Phase II. "Comprehensive wage controls give rise to forces which ultimately will cause the dissolution of the program".

3. Nixon's Policy During his Second Term

With Phase II somewhat successful in lowering inflation and reducing unemployment and more importantly, according to some, in getting the president reelected, Nixon decided to move to Phase III. In his address to Congress President Nixon said, "In the last year and a half, this decline in inflation has been accompanied by a rapid economic expansion. Civilian employment rose more rapidly during the past year than ever before in our history and unemployment substantially declined. We now have one of the highest economic growth rates in the developed world". He added further, "As we move into a new year and into a new term for this Administration, we are also moving to a new phase of our economic stabilization program".\textsuperscript{9} Under Phase III, special approval from the government was not required for changes in wages and prices. But soon after his reelection and the implementation of Phase III in January, 1973, the economy once again began to experience severe inflation, the increase in inflation was in response to a variety of forces -- domestic wage-and-price pressures, a synchronized international economic boom, crop failures in the Soviet Union, and increases in the price of oil, even
Muhammad Hassan Ul Haq Chaudhary

prior to the Arab oil embargo. Apart from all these factors it, isn’t unreasonable to assume the shift from Phase II to Phase III also played a significant role in the rapidly increasing inflation. The massive increase in inflation during Phase III can again be seen in Table 1.

This time Nixon decided to tackle the problem by reducing government spending. He decided to tackle inflation by lowering government spending in education, urban renewal and antipoverty programs, whilst trying to reduce Congress’s spending in the military. Nixon tried to balance the budget, which means spending no more money than what was generated through taxes, but as a result, the economic problems of America worsened unemployment rose and the country’s gross nation product declined.

Faced with ever increasing inflation, President Nixon once again, turned to Wage-Price controls and the second wage–price freeze came about in June 1973. The second ban was on price (though not wage) increases for up to 60 days. Again the farm-level prices for food products were exempt but not those beyond the farm level. Companies that posted big price increases during Phase III were to be audited and special attention given to retail food and gas prices. The COLC (Cost Of living Council) was to enforce the freeze and the subsequent plan, Phase IV, which the President promised, will have "tighter standards" than its predecessor. This time, the wage-price controls did little to stem the rapid growth of inflation, inflation increased from 6 percent in June, 1973, to 7.38 percent in August of 1973. As can be seen from Table 2.

The next step for the Nixon administration was the implementation of Phase IV. The introduction of Phase IV saw the administering of controls for food regulation, as this was the most disturbing sector at the time. The main goal of the administration was to slow down the rate of inflation. Phase IV was in

10 Commanding Heights
Daniel Yergin and Joseph Stanislaw

http://regentsprep.org/Regents/ushisgov/themes/economic/mod.cfm

12 www.time.com
Muhammad Hassan Ul Haq Chaudhary

essence, stricter than Phase III to allow a return to free market economy. Manufacturing and services industries were subjected to price controls limiting the dollar amount of allowable cost increases. New base prices were also established where actual prices could rise without price justification. When Phase IV controls were instituted in August, the president announced that it would be the government's policy to work and feel its way out of controls. Like its predecessors, these controls did not have the desired effect and the economy continued to slide. The unemployed percentage of the population rose from 4.9 percent in 1973 to 5.6 percent in 1974. The inflation rate rose from 6.16 percent in 1973 to 11.03 percent by the time Nixon left office in 1974. These statistics show that the change in policy by the Nixon administration did not really work. George Shultz, head of the Office of Management and Budget, stated "At least, we have now convinced everyone else of the rightness of our original position that wage-price controls are not the answer."

By the time Nixon was forced to resign in August 1974 the economy had gone from bad to worse. Adding to the general shortcomings of the Nixon economic policy was the oil embargo of 1973-1974, when the Organization of Oil Exporting Countries (OPEC) put an embargo on the U.S. as a result for the U.S. support for Israel. As energy counted for a huge part of the U.S. GDP in the 1970's the soaring gas prices had a profound effect on the country's economy. The rising energy prices also contributed to higher unemployment, by slowing consumer demand for companies' products, according to Mark Ratzus, economics professor at LaSalle University in Philadelphia.

The rising inflation, now coupled with growing unemployment and a declining GDP (gross domestic product) meant the economy was in its worst recession since WWII. Not only that, but the mix of growing inflation and unemployment and a

15 http://www.miseryindex.us/lrbyyear.asp
16 Commanding Heights
Daniel Yergin and Joseph Stanislaw
17 Gerald Ford’s economic legacy
Cnn.com
decreasing GDP meant the economy was also experiencing stagflation. The term "stagflation" refers to an economic condition of both continuing inflation and stagnant business activity, together with an increasing unemployment rate. Inflation seemed to feed on itself. People began to expect continuous increases in the price of goods, so they bought more. This increased demand pushed up prices, leading to demands for higher wages, which pushed prices higher still in a continuing upward spiral.18

5. Gerald Ford’s Administration

Gerald Ford, who had taken over from President Nixon, after the Watergate scandal and his resignation, faced huge problems. Ford believed the sky high inflation rate to be the root cause of the country’s problems, and thus tackling inflation was giving priority. Ford’s approach to controlling inflation, according to his White House biography, was through modest tax cuts and spending restraints. He also sought to "decontrol" energy prices in order to stimulate production. Initially, Ford believed that fiscal austerity, a tenet of his Republican Party, would solve the country’s woes. He convened a summit called the Conference on Inflation, with economists and leaders of business and labor focusing on recommendations to slow price increases. He then proposed to cut federal spending and raise taxes and, for a short period, he embraced the idea of a voluntary wage-price freeze. When these did not work though, Ford was open minded enough to accept exactly the opposite remedy to what he prescribed at first. Under pressure from the Democratic-controlled Congress, he endorsed measures that increased spending and cut taxes rather than the other way around.19 That is Ford sought to eliminate some government regulations that he and some of his advisers believed were impeding efficiency of the market. Further Ford attempted to convince the public to cut down on energy consumption in line with the recent oil shortage due to the Middle Eastern oil embargo.

18 http://economics.about.com
19 Washington post
Yet he shall always be remembered for going before the American public in October 1974 and asking them to, "Whip Inflation Now." As part of this program, he urged people to wear "WIN" buttons. In hindsight, this was viewed as simply a public relations gimmick, without offering any effective means of solving the underlying problems. WIN proved to be an ineffective step, "both from the public relations aspect and an economic one," said Daniel Mitchell, professor of management and public policy at UCLA.

"Buttons on lapels weren't going to deal with this sort of thing," Mitchell said.20

When Ford finally realized that inflation wasn't the biggest issue facing the U.S. economy, and in fact the growing unemployment and low GDP were much bigger problems, he along with Alan Greenspan (the then chairman of council of economic advisors) attempted to increase government spending, and cut taxes in a bid to stimulate economic growth. "When the chips were down, in the interest of providing stimulus, he agreed to a tax cut and other measures that helped the economy recover from the 1975 recession," said Charles L. Schultze, Chairman of the Council of Economic Advisers under President Jimmy Carter. "He came around to realize that the economy would be better off with a stimulus than without one."21

The tax cut proposed by Ford was passed by the congress in March 1975. Much of Ford's stimulus was provided by an expansion in government expenditure, both on the refundable portion of the earned income tax credit and on some extensive expansions of unemployment compensation eligibility. Even though unemployment rose dramatically in 1974, the enactment of new legislation ensured that a higher percentage of the unemployed actually received compensation in 1975, than at any other time between 1967 and today. The high point was reached in April of that year, when 81 percent of all unemployed workers received compensation. Even as the economy recovered in 1976, the percentage

20 Gerald Ford's economic legacy
Cnn.com
21 Washington post
of the unemployed receiving compensation averaged 67 percent, in marked contrast to both previous and subsequent rates. In fact, 1967 and 1999, the 1975-77 periods are the only three-year periods when coverage exceeded 52 percent. Tax and spending changes in 1975, were designed as the first steps toward countering the 1974-75 recession and were heavily weighted toward increasing the disposable income and consumption of moderate and low-income persons. The results of the plan were striking. First of all, consumption as a percentage of GDP rose from an average of 61.7 percent in 1974, to 63.1 percent in 1975. It stayed at that higher level through 1979. Consumption as a percentage of disposable personal income rose from an average of 88.3 percent in 1974, to over 90 percent in 1976 through the end of the decade.22

By the end of his administration the economy was doing better, than it was when he had taken over. Inflation, though still relatively high, was down (after hitting a high of around 12) to 5.75.23 Unemployment was also on the decline, after hitting highs of 8.5 percent it was down to 7.7 percent in 1976. As can be seen from tables 2 and 3.

6. Conclusion

In the end, we can say that despite the best efforts of both the Presidents inflation and unemployment kept on increasing during the period. Some of this, increasing inflation, can be attributed to foreign factors but without doubt the economic policies implemented during the time period, (especially those implemented by Richard Nixon) played a huge part in destabilizing the economy and leading the country into the recession. A prime example of this would be the two wage-price freezes. On the first occasion President Nixon seemed to be more concerned with reelection, than the state of the economy. Similarly, the second wage price freeze seemed to worsen the situation rather than fixing the problem.

22 A Tale of Two Tax Cuts
http://www.epi.org/content.cfm/issuebriefs_lb157
23 http://www.miseryindex.us/irbyyear.asp
I believe that monetary policy can be an important tool if used properly, and can lead the country towards growth and prosperity; but as is evident from this case if not used properly and in moderation can have massive undesirable effects. At the extremes, monetary policy is a potent force. Rapidly expanding money supply can lead to currency becoming rapidly worthless with regards to goods it can buy, resulting in very high levels of inflation.24

24 http://www.finpipe.com/monpol.htm
## Appendix

<table>
<thead>
<tr>
<th></th>
<th>Pre-Control</th>
<th>Phase II</th>
<th>Phase III</th>
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<td>Consumer Price Index</td>
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<tr>
<td>All Items*</td>
<td>4.6%</td>
<td>3.9%</td>
<td>8.1%</td>
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<tr>
<td>Food</td>
<td>5.0%</td>
<td>6.3%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Nonfood Items*</td>
<td>4.5%</td>
<td>3.0%</td>
<td>4.4%</td>
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<tr>
<td>Commodities</td>
<td>3.1%</td>
<td>2.5%</td>
<td>4.7%</td>
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<tr>
<td>All Services*</td>
<td>7.2%</td>
<td>3.4%</td>
<td>4.2%</td>
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<tr>
<td>Medical Care</td>
<td>7.1%</td>
<td>4.4%</td>
<td>3.7%</td>
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<td>Wholesale Price Index</td>
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</tr>
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<td>All Items</td>
<td>5.2%</td>
<td>8.3%</td>
<td>22.3%</td>
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<tr>
<td>Farm Products, Processed Foods and Feeds</td>
<td>6.5%</td>
<td>23.4%</td>
<td>47.5%</td>
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<td>Consumer Finished Foods</td>
<td>(0.2%</td>
<td>(12.5%)</td>
<td>(28.3%)</td>
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<tr>
<td>Industrial Commoditiesb</td>
<td>4.7%</td>
<td>2.9%</td>
<td>12.5%</td>
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<tr>
<td>Consumer Finished Goods</td>
<td>2.2%</td>
<td>1.9%</td>
<td>12.2%</td>
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<td>Producer Finished Goods</td>
<td>3.0%</td>
<td>0.1%</td>
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<td>Intermediate Materialsb</td>
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<td>Crude Materialsb</td>
<td>3.3%</td>
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<td>Private Nonfarm Deflator</td>
<td>4.8%</td>
<td>2.3%</td>
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**Source:** U.S. Bureau of Labor Statistics and Department of Commerce.

* Excludes mortgage interest costs.
* Excludes food and feeds.
* Excludes auto excise tax revision.

Table taken from "Inflation Problem during Phase III" by Barry Bosworth.
Table 2


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<tr>
<th>YEAR</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
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<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
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<td>4.60%</td>
<td>4.80%</td>
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<td>3.71%</td>
<td>3.46%</td>
<td>3.00%</td>
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<td>3.55%</td>
<td>2.58%</td>
<td>2.48%</td>
<td>2.58%</td>
<td>2.98%</td>
<td>2.95%</td>
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<td>3.79%</td>
<td>3.22%</td>
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<tr>
<td>1982</td>
<td>8.30%</td>
<td>7.62%</td>
<td>5.78%</td>
<td>5.51%</td>
<td>6.89%</td>
<td>7.08%</td>
<td>9.44%</td>
<td>5.95%</td>
<td>5.04%</td>
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<td>11.41%</td>
<td>10.40%</td>
<td>10.00%</td>
<td>9.78%</td>
<td>9.55%</td>
<td>10.78%</td>
<td>10.80%</td>
<td>10.95%</td>
<td>10.14%</td>
<td>9.52%</td>
<td>9.02%</td>
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<td>1980</td>
<td>13.91%</td>
<td>14.18%</td>
<td>14.73%</td>
<td>14.41%</td>
<td>14.38%</td>
<td>13.13%</td>
<td>12.97%</td>
<td>12.80%</td>
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<td>1978</td>
<td>5.94%</td>
<td>5.43%</td>
<td>5.55%</td>
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<td>7.41%</td>
<td>7.70%</td>
<td>8.31%</td>
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<td>1977</td>
<td>5.22%</td>
<td>5.91%</td>
<td>0.44%</td>
<td>0.95%</td>
<td>0.73%</td>
<td>0.87%</td>
<td>0.93%</td>
<td>0.92%</td>
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<td>1976</td>
<td>6.72%</td>
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<td>8.07%</td>
<td>8.05%</td>
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<td>8.07%</td>
<td>5.35%</td>
<td>5.71%</td>
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<td>4.88%</td>
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<td>1975</td>
<td>11.80%</td>
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<td>9.72%</td>
<td>8.50%</td>
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<td>7.44%</td>
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<td>1974</td>
<td>9.39%</td>
<td>10.02%</td>
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<td>10.98%</td>
<td>11.51%</td>
<td>10.95%</td>
<td>11.95%</td>
<td>12.08%</td>
<td>12.20%</td>
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<td>1973</td>
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<td>3.87%</td>
<td>4.59%</td>
<td>5.08%</td>
<td>5.53%</td>
<td>6.00%</td>
<td>5.73%</td>
<td>7.38%</td>
<td>7.30%</td>
<td>7.80%</td>
<td>8.25%</td>
<td>6.71%</td>
<td>6.16%</td>
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Inflation rates in the 70's

Inflation

Taken from Inflationdata.com
Table 3

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<th>Year</th>
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<tr>
<td>1971</td>
<td>5.9</td>
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<tr>
<td>1972</td>
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<td>1977</td>
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</table>

Unemployment Rate

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11. Jessica Sica-Lieber (Prof. Bruce Austin) Advertising & Public Relations

Jessica Sica-Lieber’s Senior Thesis in Communication is a sophisticated study of Baby Boomers and Gen Y’s consumer motivations. Jessica’s work for her thesis was initiated in the Department’s Quantitative Research Methods class, one of two required communication research methods courses for Advertising & Public Relations majors. Jessica’s thesis is a model for scientific clarity and precision. Her thesis creatively and successfully weaves together mass communications theoretical constructs to form an ambitious survey research project. Her text engages the reader, convincingly demonstrates the research project’s significance, and offers an incisive and thoughtful summary of previous research. Jessica clearly articulates her research procedures and reports her study’s extensive findings. She appropriately acknowledges methodological limitations and specifies her study’s heuristic dimensions. Jessica’s work and her writing are first-rate. She will present her research on 18 April at the Department’s fifth annual Conference for Undergraduate Research in Communication and a condensed version of her thesis will be published in the Proceedings book that accompanies that Conference.
The Rochester Institute of Technology

Department of Communication

Just Like Their Parents?
A comparative study of automobile purchase motivations for two age-cohorts: Generation Y and the Baby Boomers

By
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Generation Y (Gen Y), the second largest generation to date and children of the infamous Baby Boomers, has presented a challenge to marketers, especially with "big-ticket" items requiring a great amount of thought and monetary commitment. When efforts to attract this advertising-adverse generation to new auto models were not successful, one car manufacturer decided to confront the challenge head on by creating an entire car line designed to grab the attention of the young auto market. Launched in 2003, Scion was the first car line created specifically to appeal to Gen Y but ultimately ended up attracting the Baby Boomer generation as well. Using an online, self-report survey administered to students and faculty/staff at the Rochester Institute of Technology, this study compares automobile purchase motivations and advertising media preferences between Generation Y and the Baby Boomers. The findings suggest that while both generations possess similar purchase motivations for automobiles, Baby Boomers are more apt to use their automobile as a status symbol. The results further indicate that while both generations prefer to control how they receive advertising messages, Generation Y has an overall more agreeable attitude to advertising than Baby Boomers. The author suggests future research to clarify several issues identified in this study.
Just Like Their parents?

Generation Y (Gen Y) is an age-cohort characterized by a desire to be independent, assertive, expressive and innovative. They have grown up using computers and experiencing cultural diversity and divorce as social norms. Often referred to as the “echo boom,” members of Generation Y are the children of the original United States Baby Boomers. Born between 1977 and 1994, Gen Y is the second largest cohort to date and is comprised of two age segments: the “twenty-somethings” and the “teens” (Hawkins, Mothersbaugh, & Best, 2007). More importantly, “as a whole they are expected to be the highest-educated generation to date with incomes that should follow” (Hawkins et al., 2007, 132).

While Generation Y is massive in terms of its 70 million-plus members (DiSalvatore, 2007) and capacity to integrate technology into their daily lives, the dominant marketing challenge regarding this group of individuals is their seeming “allergy” to advertising. Perhaps their reaction to traditional advertising approaches are a result of their autonomy or the fact that they grew up with pervasive advertisements presented through numerous channels. Nevertheless, marketers are continually challenged as they seek to penetrate a set of sophisticated defenses designed to resist traditional “marketing hype” (Hawkins et al., 2007).

While they may be young, Generation Y is comprised of experienced shoppers who have been making brand decisions at a far younger age than previous generations (Bakewell & Mitchell, 2003). As a result, they are savvy shoppers who know that advertisements exist to sell products (Hawkins et al., 2007). Furthermore, Gen Y members are part of “the new phenomenon known as ‘smart shopping’, a tendency for consumers to invest considerable time and effort into seeking and utilizing promotion-related information to achieve savings” (Bakewell & Mitchel, 2003, 102).
In response to Gen Y’s presumed aversion and resistance to traditional advertising in such media as print, television and radio, marketers have leveraged the demographics’ use of technology to reach them. What marketers have found is not an age-cohort that is immune to advertising but just the opposite: Gen Y appears to be a generation obsessed with advertising, even using it as a form of entertainment. Product web sites have been transformed by marketers into lifestyle sites, where visitors not only learn about products but interact with it through games, videos and various other types of downloads. Video-streaming web sites such as the popular YouTube, allow users to watch their favorite commercials and even spoofs of advertisements done by other YouTube users. With the Internet and U.S. mega malls serving as entertainment venues, Gen Y has grown up with greater opportunities to shop than previous generations. Thus, shopping, advertising and entertainment have become one (Bakewell & Mitchell, 2003).

Still, the marketing challenge to capture Gen Y’s interest is elevated when the focus turns to “big ticket” items such as automobiles, where a higher level of motivation, monetary commitment and decision-making are required. One way marketers are confronting the challenge is by seeking to develop brand loyalty at an early age. This is a vital marketing objective. “It is expected Generation Y as a whole will represent 40 percent of the auto market in 10 years, a number that has automakers like Toyota and Ford clamoring to attract this group early and earn its loyalty” (Hawkins et al., 2007, 132). A significant portion of Gen Y has already entered the auto market or will in the next few years. In 2001 alone, Gen Y buyers under the age of 23 purchased more than 400,000 new vehicles, and as this generation ages the numbers will continue to climb (Halliday, 2002). Toyota Motor Sales estimates that Gen Y will...
account for “4 million new-vehicle sales by 2010 and 6.5 million units in 2020” (Halliday, 2002, 1).

Automakers wishing to capture significant market share of Gen Y face a complex task: selling a traditional advertising averse generation a product that requires a large monetary commitment. Determining the specific motivations of this demographic relative to the highly involved purchase of a car is even more complex. In the early 2000s, due to the lack of affordable, trendy, new models, automakers worldwide struggled to get young buyers in their showrooms. In an effort to gain Gen Y market share, automakers released various edgier and sometimes retro models such as the Chrysler PT Cruiser, Honda Element and Toyota Echo (Eisenstein, 1999) hoping to attract the young, non-conformists who had previously been attracted to makers such as Mitsubishi, Saturn and Volkswagen (Halliday, 2002).

When efforts to attract young car buyers to new models were not successful, one car manufacturer created an entire car line to grab the attention of the young auto market. Launched in 2003, Scion was the first car line created specifically to appeal to Gen Y, not in terms of just the product but also the marketing plan (Welch, 2004). Using non-traditional advertising approaches such as an interactive web site and viral marketing tactics, not only did the Scion brand take off, but it also produced some unexpected results for marketers (Ciminillo, 2005). Ironically, the dictionary defines ‘scion’ as “a descendent or child from a wealthy, aristocratic or influential family” (Merriam-Webster, 2007). Scion, the brand that was created to reach the young and trendy, was reaching another generation as well: their parents.

With the average age of a Scion buyer at 39, it is clear that members of Generation Y are not the only consumers flocking to this unique line of cars (Freeman & Shirouzu, 2003). Gen Y’s parents, the Baby Boomers are largely responsible for the average Scion owner age. For the
78 million Baby Boomers born between 1947 and 1966, “the struggle to cling to youth has moved from a private war fought in front of the bathroom mirror to a highly public, generational obsession” (Weiss, 2002, 34). Unlike their children, members of the Baby Boomer generation have traditionally been an easy marketing target. Driven by an infatuation to regain their youth, Botox is now the nation’s most popular cosmetic procedure, Viagra has become a household name, and pharmacy shelves are loaded with anti-aging products. While America’s youth fixation is not a recent phenomenon, the extent to which Baby Boomers are preoccupied with aging is. Boomers “express no interest in giving up the center stage they’ve dominated for decades” (Weiss, 2002, 35), instead they are creating a new mid-life model, focused on renewal. Perhaps the Baby Boomer’s attraction to the Scion line is a result of their desire to re-live their youth. Whether Scion’s non-traditional advertising methods also added to their attraction of the brand remains to be seen.

Research Questions

1) How do Generation Y and Baby Boomer members differ in their self-reported motivations for purchasing a particular automobile?

2) How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

3) How do Generation Y and the Baby Boomers differ in their self-reported advertising media preferences?

4) How do Generation Y and the Baby Boomers differ in their self-reported affective responses to traditional print advertisements?
Just Like Their Parents?

Rationale

Personal Rationale

As I was leaving for my freshman year of college in 2004, my mother traded her SUV for a new Scion xA. Surprised by her purchase, I was envious that my mother’s new car was “cooler” than mine. Three years later, I was still confused why a woman in her early 50’s had purchased a car blatantly marketed to her children’s generation. As an intern at a local advertising agency (and with a greater insight into consumer behavior), I became increasingly fascinated by the subject when I noticed that two co-workers owned the same Scion xB model, in identical colors. While both individuals worked in the same department, their age and income were drastically different: One was a Gen Y member fresh out of graduate school and the other was a top-notch Baby Boomer executive with Gen Y children of her own. I couldn’t help but wonder what attracted them both to the car and if they made the purchase for the same reasons.

Scholarly Rationale

Market researchers have found that Generation Y does not respond well to traditional advertising. Instead, members of Gen Y prefer to seek out information on their own through the use of the internet and word of mouth rather than be bombarded with advertisements (Jackson, 1999). For years, automobile manufacturers have struggled to capture the youth market. It appears, through the success of Scion, that with the correct combination of non-traditional advertising and products, automakers have found the right strategy. What has yet to be understood is why two very different groups of individuals continue to flock to the same product. With Scion being a relatively new success, little research has been done on Gen Y’s motivations.
when purchasing a new car. Instead, current scholarly research is focused on Gen Y motivations relative to less risky purchases requiring a significantly lower amount of commitment, such as apparel. Even more surprising, is the lack of scholarly attention on consumer motivations of the Baby Boomer generation. While market research exists on both generations, the extent to which researchers have focused on automobile purchases is limited. Furthermore, no research was found on how and why Generation Y as well as members of the Baby Boomer generation might be attracted to the same product with the same marketing efforts or if both generations share the same advertising media preferences.

Generation Y and the Baby Boomers are the most significant generations in history in terms of their size and their overall impact on society. Both generations grew and shaped equally unique, but different eras. Deciphering the differences and similarities in these two generations has a large social significance. Large-ticket purchases require a great amount of thought and commitment. As a result, identifying motivations behind these types of purchases leads to a deeper understanding of an individual’s psyche, and in turn a greater understanding of Generation Y and the Baby Boomers. These findings could be used for additional communication and psychology research and are critical for marketers. The significance not only applies to consumer products but also for non-for-profit causes such as public service announcements. Socially, this study contributes to not only uncovering what prompts Gen Y and the Baby Boomers to spend, but also the best way to reach them. The result is a potentially enormous benefit to charitable organizations, as they learn effective ways to target both generations studied. This comparative study examines the differences and similarities that exist in automobile purchase motivations between Gen Y and the Baby Boomers, as well as preferred advertising methods.
Literature Review

While Generation Y's motivations for purchasing an automobile have received little scholarly attention, researchers have studied Gen Y consumers. As this generation ages, their purchasing power continues to climb. This has scholars and marketers alike searching for insight into these powerful buyers (Bakewell and Mitchell, 2003). Researchers Cathy Bakewell & Vincent-Wayne Mitchell conducted a study of female Generation Y members and their decision-making styles when purchasing clothing. Early research found that shopping, which this generation defines as a leisure activity, accounts for an average of 11 hours a week for U.S. female teenagers (Herbig et al., 1993). Older Gen Y members such as college students are not any different than their teen counterparts: they have over 11 hours of free time to fill, much of which is spent by shopping. Furthermore, college students' purchasing power of $105 billion, means on average they spend nearly $300 a month on personal and discretionary items (Gardyn, 2002). Gen Y has been brought up with more consumer goods and service choices than any other generation to date (Quelch & Kenny, 1994) along with an unparalleled amount of marketing campaigns and retailing formats (TRU, 1999). This consumer environment in which Generation Y grew up in has largely shaped their purchase motivations.

Bakewell and Mitchell (2003) identified five different types of decision makers among female Generation Ys: Recreational Quality Seekers, Recreational Discount Seekers, Shopping and Fashion Uninterested, Trend-Setting Loyals and Confused, Time/Money Conserving (2003). Studying apparel purchase motivations, the researchers found that each of these groups vary not only in the decisions they make, but also in their basic motivations. This study bears a significant relationship to this paper's interest in automobile purchase motivations. Bakewell and Mitchell's sample largely consisted of Recreational Quality Seekers: those who pay extra for
brand names and dedicate a substantial amount of time to finding exactly what they are looking for. While Generation Y may be young, these findings confirm that they are highly experienced shoppers. Thus, they who know what they want and are willing to spend the necessary time and money in order to do so (2003).

The varying categories of Gen Y consumers are directly linked to the advertising and consumer socialization they grew up with. Those who spend considerable time searching for the right product or the right deal, are further evidence of the “smart shopper” phenomenon (Bakewell & Mitchell, 1997). In contrast, members of Gen Y who have not adapted as a “smart shopper” belong to the Confused Time/Money Conserving group. Research suggests that one of the principal reasons for confused Gen Y consumers is the attempts by marketers to meet consumers’ needs in a highly competitive world (Mitchell & Papavassiliou, 1999). Thus, Gen Y is bombarded with excessive opportunities and reasons to shop, eventually causing consumer confusion and apathy. For the purpose of this study, Generation Y’s purchase motivations will largely fall under the “smart shopper” as they are focused consumers who have specific shopping agendas.

While Bakewell and Mitchell confirmed previous beliefs that most female Generation Y members enjoy shopping as a form of leisure, their discovery of Trend-Setting Loyalists, is perhaps most relevant to the study of Gen Y and consumer motivations in the purchase of an automobile. Automakers are clamoring to attract Gen Y’s loyalty early so they will continually purchase the same brand. Toyota introduced the Scion line with the intent to create an introductory brand that will serve as a feeder to higher car models as Gen Y ages and their incomes increase. Thus, a Scion owner will eventually become a Toyota owner, who will eventually become a Lexus owner (Hawkins et. al, 2007). Bakewell and Mitchell’s study established that Trend-Setting
Loyals are of greatest interest to marketers because once their "preferences are established, patronage is assured" (103). It can be inferred that Trend-Setting Loyals are who automakers like Scion, wish to capture.

Another study of Generation Y consumer motivations by Martin and Turley (2004) sought to distinguish social and objective motivations to consume. Traditionally, social consumption motivations are often seen as "detrimental or unacceptable" (2004, 468). These are motivations based on self-expression, keeping up with the latest trends and fitting in. Objective motivations include those motivations such as shopping experience and quality of product.

While this study focused on shopping malls and older Gen Y members (19-25 years old), the sample was comprised of both males and females, something that the previous study by Bakewell and Mitchell lacked.

Martin and Tully (2004) found that males and females "exhibited no differences in term of their objective and social consumption motivations as both genders indicated that they are more objectively motivated shoppers" (6). The results suggest that college-aged Gen Y's "place a higher emphasis on the objective, functional and economic issues associated with mall consuming than they are placing on the opinions of other important peers or social groups that might have an influence on their mall purchases" [sic] (6). The results of this study can be attributed to the growing fiscal responsibility of college-aged Gen Y consumers and the fact that they have likely out-grown the teenage angst of "fitting in". It can be inferred that Gen Y's consumer motivations include individuality, practicality and value.

While Gen Y may be smart shoppers, a study by Ma and Niehm (2006) affirmed that the majority of 18 to 21 year olds' shopping behavior is still defined as brand and fashion conscious: highly valuing image, as well as objective motivations such as price and quality (2006). These
findings contradict Martin and Tully’s results of older Gen Y members ascribing a higher importance to individuality, practicality and value (2004). In conclusion, Gen Y may be comprised of brand conscious consumers who also ascribe a high value on product attributes such as price, quality and individuality. This study sought to answer these discrepancies found in related research.

Understanding the purchase motivations for Generation Y was critical in this study, as was determining the motivations for their parents, the Baby Boomers. Carol M. Morgan and Doran J. Levy authors of Marketing to the Mindset of Boomers and Their Elders have identified four segments of this generation as well as the marketing implications for each: Upbeat Enjoyers, The Insecure, Threatened Actives, and Financial Positives (2002). Morgan and Levy’s research can help to explain why some Baby Boomers are attracted to cars designed and marketed to Generation Y. With the exception of Threatened Actives, Baby Boomers are motivated to look and feel young. The segment Upbeat Enjoyers, are perhaps most comfortable with their age. To them, “the mirror reflects a face that has actually become more attractive with age” (2002, 3). Looking young is more about feeling young. Thus, this group gravitates towards products that create the experience of youth and is to likely to purchase an automobile with a young, hip vibe. Keeping up with the latest trends is one of the ways they combat feeling “old”. The Insecure however, lack the care-free attitude of the Upbeat Enjoyers, largely due to financial concerns. They are the only lifestyle segment that see themselves as “unlucky and unsuccessful” (2002, 3). While the Insecure do not embrace change, they are quick to adapt products which physically make them look younger. Due to their limited income and desire to appear younger, this segment may also be drawn to cars marked at Generation Y. Lastly, Financial Positives are savvy shoppers who are very careful with their money but quick to purchase products which
embody youth (2002). As a result, this segment would also be drawn to the price conscious, trendy vehicles, targeted at young adults.

A study in 2000 sent 20,000 questionnaires to “to people from all walks of life in all 50 states” seeking an applicant pool which would represent the average American (Moschis et al., 2000, 3). Focused on the buying behaviors of older adults, researchers found that with increasing age adults are less likely to be driving a recent automobile model (less than 6 years old), “suggesting either a low usage of the existing car(s) or increasing repairs rather than replacement” (Moschis et al., 2000, 128). More specifically, Moschis and his associates found that more than two-thirds (69.7%) of older Americans age 55 to 64 owned a recent automobile model, while only half (49.8%) of respondents age 75 and older did the same. The first group comprised of two-thirds owning a recent auto model, confirms that Baby Boomers hold a sizeable part of the auto market. In addition, results of the study indicated that automobile model ownership was dependent upon income and education, as those with higher incomes or education were more likely to own a recent automobile model. Similar to Morgan and Levy’s findings, the study identified four segments of Baby Boomers, differing only in their titles. Healthy Indulgers comparable to Morgan and Levy’s Upbeat Enjoyers segment, reported the highest new model ownership with 81.3% stating they purchased a new auto in the past 5 years (2000, 128).

While the scholarly research relative to the subject of Generation Y’s motivations in purchasing an automobile is limited in terms of gender, age and product, market research provides a deeper insight to the purchase motivations and decision-making styles of these two demographics. Gen Y is brand savvy and through brand experience and advertising they have decided which products they are willing to pay a premium for and which are not worth the expense. This generation does not respond to traditional selling, as they see the advertising they
grew up with as demeaning. Instead, “marketers can appeal to the young adult in this age category by complimenting them on their wise brand decisions, pointing out their wisdom and experience, and suggesting that their brand is the one that has stood the test of time and deserves the attention of this brand-savvy group” (Mintel, 2006, 10). Mintel market research reveals that Gen Y prefers to purchase brands they know, unless they are highly recommended by word of mouth. They are consumers who have high expectations of quality, a lack of acceptance to compromise and an inherent attraction to products that allow them to express their creativity. While Gen Y likes to stand out and rewrite the rules, they still value feeling part of a common group or cause. Their concern for causes such as the environment not only affects the value they place on the actions of their behavior but also leaves them highly responsive to cause-marketing. Overall Generation Y likes to consume, especially when it means supporting a cause deemed ‘worthy’ (2006). Mintel’s market research has further revealed that all automobile brands successful with Generation Y have one thing in common: Their ability to create an emotional connection between the consumer and the brand. Ultimately, the result is more than the purchase of a product, but rather the purchase of a lifestyle that includes initiation into a special community. This exclusivity relates to Gen Y’s importance of standing out yet still belonging. (Mintel - U.S., 2005). This factor suggests a strong relationship to the second research question of this study: How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

AutoPacific, a market research center focusing on automobiles, conducted a 2006 study focused on the youngest group of car buyers in the market: Gen Y. What they found was that members of Gen Y “want a high value, affordable to operate, long lasting vehicle that they can be proud to drive” (AutoPacific, 2006, 2). Do these features sound exclusive to one generation?
With a median ownership age of 39 for the Scion brand, it appears that Gen Y may not be all that unique in their automobile needs and desires. Scion is just one of several auto brands, producing models which have become bimodal products attracting both the young and old. For example, the Honda Element has also been successful in attracting both distinct age groups. However, what is unique about Scion is that the brand specifically designed to target one demographic, actually ended up reaching two. Scion has proven that a "young person's car can bring more mature buyers into the dealership" (AutoPacific, 2006, 2).

Market Research can also give insights into the motivations of Baby Boomers when it comes to purchasing a car. As a whole, while Boomers are the wealthiest generation, they still devote a significant amount of time to finding the best price on big ticket purchases. In comparison to the rest of the adult population, this generation is slightly more eager to find the "best deal." While research indicates price to be a main motivator in choosing an automobile, it certainly cannot be the only one. Most synonymous with the Baby Boomers, is their insatiable desire to regain their youth. This desire to look and feel young may be a large motivation in choosing hip, off-beat automobiles (Mintel, 2007).

The way in which members of the Baby Boomer generation respond to advertising may also account for their motivations in purchasing a particular car. Like their Gen Y children, the Baby Boomers are tech savvy and appear to respond similarly to traditional advertising. They have watched their children grow up with invasive marketing and thus have strong feelings about advertising directed at children. As a result, Boomers tend to dislike advertising: 48% have reported that advertisements have no affect on their purchase decisions (Mintel, 2007). Instead, the Baby Boomer generation likes to make independent brand choices, something that automakers trying to reach young adults have embraced in their advertising methods.
However, it is important to not over-generalize the Baby Boomer generation throwing all individuals born between 1947-1966 into a few neatly categorized segments. In fact, a study released in early 2008 was undertaken by a group of senior executives at Edelman (many Baby Boomers themselves), who sought to find if marketers are failing to connect with Baby Boomers. The 22-page survey that drew a sample 1,320 Baby Boomer respondents, was created by Edelman's in-house market research subsidiary. The study found that only 71% of Americans who fall into the Baby Boomer generation actually consider themselves part of the generation. These surprising findings suggest that marketers are failing to reach about 22 million Baby Boomers and may in fact be deterring them by over-generalizing the demographic. 54% of American Baby Boomers also reported feeling misrepresented and neglected by the advertising industry. Similar to Mintel's market research, the study found that Boomers possess little brand loyalty with 50% of males and 60% of females placing higher importance on price rather than brand. A gender gap among Baby Boomers was also found in media consumption habits. According to the study, “men consume with their heads”, turning to information on “sports, news and business from AM radio online and print sources such as the Wall Street Journal” (Hupp, 2008, 1). Women on the other hand reportedly prefer to read do-it-yourself advice sections of the newspaper and hobby and life-style magazines rather than hard news (2008, 1).

Scholarly research and that of marketers, has asserted that Generation Y consumers are motivated by both practical and social motivations, which can vary depending on the type of decision maker (Bakewell & Mitchell, 2003). Baby Boomer consumers also can be categorized in terms of their motivations in decision making purchases. The majority of Baby Boomers share a common interest (and an arguable obsession) with staying young. Past research indicates the motivations of Generation Y and their parent generation, the Baby Boomers, may be quite
similar: Gen Y desires to stand out and be unique, and the Baby Boomers are seeking to relive their youth by doing just the same, by redefining what it means to be middle age. Furthermore, past research suggest that both generations may also share the same aversion to traditional advertising.

Method

Instrument

This study used an online, self-report survey (see Appendix C). The survey consisted of a total of 53 items: 42 close-ended items and 11 open-ended questions. The last section of the survey contained questions regarding two different print advertisements. Both the Generation Y sample and the Baby Boomer sample were given the same survey. A detailed description of how each variable was operationalized in this study can be found in the ‘Analysis of the Method’ (p. 22).

Sample

The convenience sample was limited to the Rochester Institute of Technology of 116 Generation Y (40 male, 76 female) members and 258 Baby Boomers (104 male, 154 female). Generation Y participants ranged in age from 18-31 years (those born between 1977-1994). Because the Gen Y sample was comprised of students enrolled in the College of Liberal Arts, participants largely ranged in age of 18 to 22 years. The Baby Boomer sample (those born between 1946-1967) was comprised of faculty and staff on the RIT campus, ranging in age from 41 to 62 years. At the time of this study, the student population size was approximately 15,000.
with a faculty and staff population of approximately 3,000. Most respondents were automobile owners: 89.5% of Generation Y stated they owned or leased an automobile and 96.9% of all Baby Boomers stated they owned or leased an automobile. Of these auto owners 37.5% of Gen Y respondents reported purchasing the auto they currently owned new, while 65% of all Baby Boomer respondents reported doing the same. A sedan less than six years old was the most commonly reported type of vehicle owned or leased: 35.3% of Generation Y and 34.2% of Baby Boomer respondents reported owning or leasing this type of vehicle. ‘Table 1’ below describes the sample by type of vehicle owned or leased.

Table 1: Type of Vehicle Owned
(Percentages rounded to the nearest tenth)

<table>
<thead>
<tr>
<th>Type of Vehicle</th>
<th>Generation Y</th>
<th>Baby Boomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sedan less than 6 years old</td>
<td>35.3%</td>
<td>34.2%</td>
</tr>
<tr>
<td>Sedan more than 6 years old</td>
<td>32.4%</td>
<td>17.0%</td>
</tr>
<tr>
<td>SUV less than 6 years old</td>
<td>14.7%</td>
<td>23.8%</td>
</tr>
<tr>
<td>SUV more than 6 years old</td>
<td>6.9%</td>
<td>7.1%</td>
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<tr>
<td>Truck less than 6 years old</td>
<td>2.9%</td>
<td>2.1%</td>
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<tr>
<td>Truck more than 6 years old</td>
<td>2.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Van or Wagon less than 6 years old</td>
<td>2.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Van or Wagon more than 6 years old</td>
<td>2.0%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
Procedure

Both the Baby Boomer sample and the Generation Y sample were administered the survey instrument using the online survey system Clipboard and were given four days to complete the survey. This easy to use tool was created by the Rochester Institute of Technology’s Online Learning Department. While the Generation Y sample, comprised of students at the Rochester Institute of Technology, could be administered the survey during class time, this method of administering the survey did not apply to the Baby Boomer sample as it was comprised of faculty and staff at the Rochester Institute of Technology; the majority of whom were not also students. To avoid any discrepancies that could arise from administering the survey to each sample differently, Clipboard was chosen to reach both samples.

Clipboard’s frequent use among faculty and staff not only assured the system’s credibility, but also the sample’s familiarity with using it. The Generation Y sample was comprised of students attending an institute highly focused on innovative technology, commonly navigating web-based technologies in their studies.

E-mail addresses for the Baby Boomer sample were obtained through the researcher’s faculty advisor who forwarded an invitation to participate in this study. The same invitation was forwarded to students enrolled in the College of Liberal Arts through their Student Services department. This e-mail invitation to the survey briefly described the study and provided instructions on how to participate (see Appendix B). By following the provided link to the survey, participants agreed to consent.
Analysis of the Method

The survey instrument was used to answer the four research questions of this study:

1) How do Generation Y and Baby Boomer members differ in their self-reported motivations for purchasing a particular automobile?

2) How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

3) How do Generation Y and the Baby Boomers differ in their self-reported advertising media preferences?

4) How do Gen Y and the Baby Boomer differ in their self-reported affective responses to traditional print advertisements?

This survey was developed to operationalize each of the variables in the four research questions outlined above: Generation Y, Baby Boomers, motivations in purchasing an automobile, status and self-image, advertising media preferences and affective responses to traditional print advertisements. A Likert Scale was used to measure participants’ affective responses to close-ended statements. This scale, which was developed by Rensis Likert, “gauges the degree to which there is agreement or disagreement with statements representing a common issue” (Reinard, 2008, 139). The numerical scale 1-5, was ascribed to the respective statements: “strongly agree” (coded as 1), “agree” (coded as 2), “neither agree nor disagree” (coded as 3), “disagree” (coded as 4) and “strongly disagree” (coded as 4.)
Variable: Generation Y and Baby Boomers

Generation was operationalized by asking respondents their age. Along with asking participants' sex, these questions were placed at the end to avoid potential sensitivity and to ensure previous responses were not affected.

Variable: Motivations in purchasing an automobile

The samples' motivations in purchasing an automobile were operationalized by a series of questions involving car features. Using the Likert Scale, the variable was operationalized through a combination of three different sections: 'Features important to the respondent when purchasing an automobile' (items 1 to 7); 'Features important to the respondent when purchasing an automobile if money was no object' (items 8 to 14); 'Features which were important in choosing the automobile they currently own' (items 31 to 37). Each section contained an 'other' option allowing respondents to add in a feature which may have held importance but was not already listed. The differentiation of these three sections was crucial as it isolated practical motivations from true motivations (if money was not an object), allowing the researcher to calculate the extent to which participants' decisions in purchasing their car was based on financial (and other practical) motivations. Furthermore, the separation of these three sections distinguished features that were important to the respondent at the time they purchased their automobile, detecting any changes in motivations which may have occurred.

Throughout the survey, like items were grouped together, except for a deliberate separation of the section which asked respondents about the features that were important in choosing the automobile they currently owned. This section was placed near the end of the
Variable: Status and self-image associated with automobile ownership

The second research question of this study measured: How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership? Status and self-image of respondents relative to automobile ownership was operationalized in questions using the Likert Scale (items 2, 3, 9, 10, 32, 33). As explained in the previous paragraph, purchase motivations were measured by assigning the Likert Scale to access the importance of several automobile features. Two of these features ‘Brand’ and ‘Style/Look of auto’ were associated with status and self-image. Respondents were asked to agree/disagree to the importance of listed features under the three sections outlined above: ‘Features important to the respondent when purchasing an automobile’; ‘Features important to the respondent when purchasing an automobile if money was no object’; ‘Features which were important in choosing the automobile they currently own.’

The variable was further operationalized in the survey through items 38 and 39, by seeking a deeper understanding of respondents’ view of self-image and status associated with automobile ownership. Participants were asked how much they agreed/disagreed with the following two statements: ‘The automobile a person drives says a lot about them’ and ‘There are certain brands I would never consider buying.’

Variable: Advertising media preferences

In order to discern the way respondents felt about advertising, respondents were asked about the medium(s) in which they preferred to learn about products. Statements using the
Likert Scale, along with a multiple choice question were used to operationalize this variable (items 15 to 26, 40). These items sought to understand which advertising formats the sample preferred by asking respondents how they liked to learn about products. Item 20 contained an 'other' option for participants to add a response choice not already listed. Furthermore, respondents were asked how much they agreed/disagreed with statements regarding their feelings toward advertising.

Variable: Affective responses to print advertisements

In order to determine the differences in which members of Generation Y and the Baby Boomers responded to advertising, affective responses to print advertisements were measured. Because the study focused on comparing motivations in purchasing an automobile, two different car advertisements were selected for the survey. Respondents were asked to answer the same set of questions for each ad. Each advertisement contained one vehicle targeted at the generation of interest: one was an advertisement for the Toyota Highlander and the other was an advertisement for the Scion xB. In items 41 to 50, participants were asked to respond to a series of statements to measure their affective responses to each advertisement. The questions were designed to understand how the respondent viewed the ad and whom they thought the ad was marketed towards. An additional question for each advertisement offered participants the opportunity to make other comments regarding the print ads.

Additional Classifiers

Items 27 to 30 served to additionally classify the sample by car ownership. For the results of this data refer to 'Table 1: Type of Vehicle Owned.'
Results

The data analysis began with a two sample t-test to compare the mean response rates for Generation Y and Baby Boomers using the statistical program SPSS.* The p-value for each survey item was examined to determine the statistical significance. All test results with a p-value less than .05 were said to be statistically significant. A two-way ANOVA was used to further describe the sample by sex and automobile ownership.

Research Question #1: How do Generation Y and Baby Boomer members differ in their self-reported motivations for purchasing a particular automobile?

Significant differences in Gen Y and Baby Boomer responses to automobile features that were currently important to respondents occurred in items 1 (‘Quality’), 3 (‘Style/Look’), 5 (‘Value/Price’), 6 (‘Safety’). While both generations’ responses fell on the same side of the agreement scale and both expressed the greatest agreement with the importance of ‘Quality’, Baby Boomers assigned a significantly higher importance to ‘Quality’ than did Gen Y. Results (see ‘Table 2’) showed that Gen Y respondents agreed to a higher importance on ‘Style/Look’, while Baby Boomer respondents agreed to a higher importance for ‘Value/Price’ and ‘Safety’. Survey item 7 allowed respondents to share a feature that was important to them but was not already listed. Reliability/cost of repairs, functionality, fuel economy, comfort/convenience and service quality/convenience of dealer were the most common responses given by Baby Boomers. Fuel economy, functionality and reliability/cost of repairs were most frequently noted by Generation Y respondents.

* Mann-Whitney U-test was also run.
Table 2: Automobile features that are currently important
(Statistically significant findings are shaded)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>GenY Mean Response</th>
<th>Baby Boomer Mean Response</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality is very important to me.</td>
<td>1.26</td>
<td>1.18</td>
<td>.010</td>
</tr>
<tr>
<td>2. Brand is very important to me.</td>
<td>2.46</td>
<td>2.67</td>
<td>.358</td>
</tr>
<tr>
<td>3. Style/Look is very important to me.</td>
<td>1.97</td>
<td>2.23</td>
<td>.011</td>
</tr>
<tr>
<td>4. Environmental Impact is very important to me.</td>
<td>2.13</td>
<td>1.98</td>
<td>.427</td>
</tr>
<tr>
<td>5. Value/Price is very important to me.</td>
<td>1.58</td>
<td>1.38</td>
<td>.018</td>
</tr>
<tr>
<td>6. Safety is very important to me.</td>
<td>1.46</td>
<td>1.34</td>
<td>.003</td>
</tr>
</tbody>
</table>

1 = Strongly Agree
5 = Strongly Disagree

Few differences were found between Gen Y and Baby Boomer responses to automobile features important regardless of price (if money was no object) (see ‘Table 3’ for values). Of all the features listed, both generations agreed with the importance statements of ‘Quality’ (8), ‘Style/Look’ (9), ‘Environmental Impact’ (11) and ‘Safety’ (12). Gen Y and Baby Boomer respondents disagreed with the importance statements for ‘Value/Price’ (13) and ‘Brand’ (9). The p-values of survey items ‘Safety’ (12) and ‘Value/Price’ (13) indicate statistically significant differences in Gen Y and Baby Boomer responses. Baby Boomers agreed to a higher importance to ‘Safety’ and ‘Value/Price’ than Generation Y, even if money was no object. Survey item 14 allowed respondents to share a feature that would be important to them regardless of price that was not already listed. Most common responses among Baby Boomers was reliability/cost of repairs, service quality/convenience of dealer, fuel economy, options/gadgets and comfort/convenience. Gen Ys responded that fuel economy, options/gadgets, performance/handling and size/functionality would be important to them regardless of price.
When responding to automobile features which were important when choosing the automobile currently owned, 'Style/Look' elicited the greatest difference between Generation Y and Baby Boomer respondents (See 'Table 3' for values). Baby Boomers more strongly agreed to the importance of 'Style/Look' than Gen Y respondents. While both generations responses fell on the same side of the agreement scale, Generation Y stated the highest importance on 'Value/Price' while agreeing less to the importance of 'Quality', 'Environmental Impact' and 'Safety' than Baby Boomer respondents. Survey item 37 allowed respondents to share a feature that was important to them when choosing the automobile they currently owned. Most Baby Boomer respondents stated functionality, fuel economy, reliability/cost of repairs and performance/handling as important factors when they chose their current auto. Most common among Generation Y respondents was fuel economy and functionality of vehicle.
A conceptual comparison between the three sections concentrating on the importance of automobile features was done: 'Features that are currently important', 'Features that would be important regardless of price (if money was no object)' and 'Features that were important in choosing one's current auto.' Of the three different sections, Gen Y respondents more highly agreed to the following automobile features in the section 'Features that would be important regardless of price': 'Brand', 'Style/Look', 'Environmental Impact' and 'Safety'. Not surprisingly, Gen Y respondents express the greatest agreement with the importance of 'Value/Price' in the section 'Features that were important in choosing one's current auto.' Baby Boomer respondents on the other hand, most highly agreed that 'Style/Look' would be important if money was no object. 'Environmental Impact' and 'Safety' were also most strongly agreed to in this section than any other. In addition, Baby Boomers expressed the greatest importance to 'Quality' if money was no object, yet most strongly agreed to 'Brand' in the section 'Features
that were important when choosing one’s current auto’. ‘Value/Price’ was most strongly agreed to with ‘Features that were important in choosing one’s current auto’ by Baby Boomer respondents.

Research Question #2: How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

Statistically significant differences in Generation Y and Baby Boomer responses occurred in items 3 (‘Style/Look is very important to me’) and 33 (‘Style/Look was very important to me when choosing the auto I currently own’). Gen Y respondents agreed to a higher current importance to ‘Style/Look’ while Baby Boomer respondents agreed to a higher importance ‘Style/Look’ when they chose the car they currently own. Both Generation Y and Baby Boomers agreed that ‘The automobile a person drives says a lot about them’ and that ‘There are certain auto brands I would never consider buying.’ In both instances Gen Y respondents reported a higher level of agreement than Baby Boomers, though not enough to be statistically significant. There were no significant differences in responses to items 2, 9, 10, 32, but are discussed in greater detail with the first research question (p. 26). See ‘Table 4’ for values.
Table 5: Status and self-image associated with automobile ownership
(Statistically significant findings are shaded)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Gen Y Mean Response</th>
<th>Baby Boomer Mean Response</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Brand is very important to me.</td>
<td>2.46</td>
<td>2.67</td>
<td>.358</td>
</tr>
<tr>
<td>3. Style/Look is very important to me.</td>
<td>1.97</td>
<td>2.23</td>
<td>.011</td>
</tr>
<tr>
<td>9. Brand would be very important to me regardless of price.</td>
<td>2.10</td>
<td>2.54</td>
<td>.884</td>
</tr>
<tr>
<td>10. Style/Look would be very important to me regardless of price.</td>
<td>1.56</td>
<td>1.89</td>
<td>.373</td>
</tr>
<tr>
<td>32. Brand was very important to me when choosing the auto I currently own.</td>
<td>2.75</td>
<td>2.46</td>
<td>.270</td>
</tr>
<tr>
<td>33. Style/Look was very important to me when choosing auto I currently own.</td>
<td>2.43</td>
<td>2.22</td>
<td>.019</td>
</tr>
<tr>
<td>38. The automobile a person drives says a lot about them.</td>
<td>2.49</td>
<td>2.75</td>
<td>.632</td>
</tr>
<tr>
<td>39. Advertising has a lot to do with my decision to purchase a certain automobile.</td>
<td>1.77</td>
<td>1.95</td>
<td>.829</td>
</tr>
</tbody>
</table>

1 = Strongly Agree  
5 = Strongly Disagree

Research Question #3: How do Generation Y and the Baby Boomers differ in their self-reported advertising media preferences?

A significant difference in responses among Generation Y and Baby Boomers occurred in item 15*: ‘How do you usually learn about automobiles (new models available, price and specs, etc.)?’ Gen Y respondents reported most often learning about new autos by ‘Word of Mouth’

while Baby Boomers stated they usually learned about new autos from 'The Internet.' Also, Gen Y respondents more strongly agreed that 'Advertising allows me to discover new products' while surprisingly, Baby Boomers more strongly agreed to the statement 'I like to use the internet to research products I am interested in.' While not a significant difference, when asked how they prefer 'to learn about new products in general' Baby Boomers more strongly agreed on 'Word of Mouth' and 'Print Ads.' Gen Y respondents on the other hand, more strongly agreed on 'The Internet' and 'Television Ads.' Furthermore, respondents in Generation Y more strongly agreed with the following statements: 'I prefer to seek out information regarding products I am interested in on my own' (item 23), 'When browsing through a magazine I often stop to look at ads that catch my eye' (item 24), and 'I enjoy watching television commercials' (item 25). Interestingly both Generation Y and Baby Boomer respondents had the same mean response to whether advertising had a lot to do with their decision to purchase a certain automobile (item 40), with both groups saying they neither agreed nor disagreed. Survey item 20 allowed respondents to list another way they preferred to learn about new products which was not already mentioned. The majority of both Baby Boomers and Generation Y respondents stated they liked to learn about new products through reviews and publications such as Consumer Reports. See 'Table 5' for values.
Table 6: Advertising Media Preferences
(Statistically significant findings are shaded)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Gen Y Mean Response</th>
<th>Baby Boomer Mean Response</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. How do you usually learn about automobiles?* (see p. 31)</td>
<td>2.57</td>
<td>2.84</td>
<td>.045</td>
</tr>
<tr>
<td>16. I prefer to learn about new products through Word of Mouth.</td>
<td>2.04</td>
<td>1.93</td>
<td>.766</td>
</tr>
<tr>
<td>17. I prefer to learn about new products through The Internet.</td>
<td>1.83</td>
<td>2.16</td>
<td>.967</td>
</tr>
<tr>
<td>18. I prefer to learn about new products through Television Ads.</td>
<td>2.88</td>
<td>2.97</td>
<td>.652</td>
</tr>
<tr>
<td>19. I prefer to learn about new products through Print Ads.</td>
<td>2.84</td>
<td>2.64</td>
<td>.852</td>
</tr>
<tr>
<td>21. In general, I find advertising obtrusive and annoying.</td>
<td>2.70</td>
<td>2.40</td>
<td>.857</td>
</tr>
<tr>
<td>22. Advertising allows me to discover new products.</td>
<td>2.26</td>
<td>2.38</td>
<td>.034</td>
</tr>
<tr>
<td>23. I prefer to seek out information regarding products I am interested in on my own.</td>
<td>1.99</td>
<td>2.02</td>
<td>.805</td>
</tr>
<tr>
<td>24. When browsing through a magazine, I often stop to look at ads that catch my eye.</td>
<td>2.46</td>
<td>2.51</td>
<td>.246</td>
</tr>
<tr>
<td>25. I enjoy watching television advertisements.</td>
<td>3.41</td>
<td>3.56</td>
<td>.358</td>
</tr>
<tr>
<td>26. I like to use the Internet to research products I am interested in.</td>
<td>1.47</td>
<td>1.73</td>
<td>.045</td>
</tr>
<tr>
<td>40. Advertising has a lot to do with my decision to purchase a certain automobile.</td>
<td>3.72</td>
<td>3.72</td>
<td>.356</td>
</tr>
</tbody>
</table>

1 = Strongly Agree
5 = Strongly Disagree
Research Question #4: How do Generation Y and the Baby Boomers differ in their self-reported affective responses to traditional print advertisements?

While not statistically significant both Generation Y and Baby Boomer respondents neither agreed nor disagreed to items 41-44 based upon the print advertisement for the 2008 Toyota Highlander Hybrid. Baby Boomer responses fell closer to the 'strongly agree' side of the scale than Gen Y responses. Additional comments provided by respondents (item 45) showed that the advertisement failed to resonate with either generation. The same questions (items 46-49) were asked after respondents viewed a print advertisement for the 2008 Scion xB. Interestingly, a statistically significant difference in responses occurred for item 49: ‘I think this advertisement is targeted at people like me.’ Baby Boomers disagreed with this statement, while the average Gen Y response was ‘Neither Agree Nor Disagree.’ Even more interesting, although there was no statistically significant difference between Gen Y and Baby Boomer responses to items 46 to 48, even though Baby Boomer responses disagreed that this Scion ad was targeted at them, they were more likely to agree with the following statements: ‘After reading this advertisement, I want to know more about this automobile’ (item 46), ‘If I was in the market for a new automobile, I would be interested in purchasing this one’ (item 47) and ‘I could see myself in this automobile’ (item 48). Additional comments provided by respondents (item 50) showed that both generations felt that the ad was targeted at a young market. Gen Y respondents noted that they liked the customizability of the Scion brand, while many Baby Boomer respondents said that price was an enticing feature. See ‘Table 6’ for values.
Table 7: Affective response to print advertisements
(Statistically significant findings are shaded)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Gen Y Mean Response</th>
<th>Baby Boomer Mean Response</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. After reading this Toyota Highlander Hybrid advertisement, I want to know more about this automobile.</td>
<td>3.11</td>
<td>3.03</td>
<td>.855</td>
</tr>
<tr>
<td>42. If I was in the market for a new automobile, I would be interested in purchasing this automobile (Toyota Highlander).</td>
<td>3.45</td>
<td>3.32</td>
<td>.066</td>
</tr>
<tr>
<td>43. I could see myself in this automobile (Toyota Highlander Hybrid).</td>
<td>3.50</td>
<td>3.19</td>
<td>.069</td>
</tr>
<tr>
<td>44. I think this Toyota Highlander Hybrid advertisement is targeted at people like me.</td>
<td>3.47</td>
<td>3.05</td>
<td>.139</td>
</tr>
<tr>
<td>46. After reading this Scion xB advertisement, I want to know more about this automobile.</td>
<td>4.09</td>
<td>3.94</td>
<td>.292</td>
</tr>
<tr>
<td>47. If I was in the market for a new automobile, I would be interested in purchasing this one (Scion xB).</td>
<td>4.26</td>
<td>4.15</td>
<td>.302</td>
</tr>
<tr>
<td>48. I could see myself in this automobile (Scion xB).</td>
<td>4.39</td>
<td>4.23</td>
<td>.958</td>
</tr>
<tr>
<td>49. I think this Scion xB advertisement is targeted at people like me.</td>
<td>3.55</td>
<td>4.00</td>
<td>.000</td>
</tr>
</tbody>
</table>

1 = Strongly Agree
5 = Strongly Disagree
Discussion

Research Question #1: How do Generation Y and Baby Boomer members differ in their self-reported motivations for purchasing a particular automobile?

Results show that Generation Y and Baby Boomers share many similar motivations for purchasing a particular automobile. Respondents agreed to 'Quality' as the current most important feature, with Baby Boomers agreeing to a significantly higher importance. In addition, while both generations highly agreed to the importance of 'Style/Look' and 'Value/Price', Baby Boomers expressed the greatest agreement to the higher importance of 'Value/Price' while Generation Y expressed the greatest agreement to the importance of 'Style/Look'. These findings support that of previous researchers that Generation Y and the Baby Boomers are price-driven to find trendy car models (Mintel, 2007). However, Baby Boomers agreed that even if money was no object, 'Safety' and 'Value/Price' would top their list of important features, signifying their maturity in agreeing to a higher importance to arguably more practical features.

Interestingly, Baby Boomer results reported that this generation expressed a greater agreement to the importance of 'Quality' and 'Style/Look' when choosing the car they currently owned at the time of this study.

Several conclusions from these findings can be made. It appears that both Generation Y and the Baby Boomers have multi-dimensional motivations for purchasing a particular automobile. While Generation Y members like to stand out and express their own unique style, financial constraints cause them to highly value price. And while previous market research has emphasized Gen Y's concern for the environment, it appears that other practical features have a larger impact on their decision for choosing a particular vehicle. This is confirmed in the results
Just Like Their Parents?

of this study as automobile features such as 'Style/Look' and 'Environmental Impact' were most highly agreed to as important if money was no object. AutoPacific's 2006 study on Generation Y found that the youth market wants a "high value, affordable to operate, long lasting vehicle that they can be proud to drive" (AutoPacific, 2006, 2). It appears that the Baby Boomers have similar desires. Like members of Gen Y, Baby Boomers are motivated by objective (practical) and social motivations to consume (Martin and Tully, 2004). While 'Style/Look' played a significant part in their decision to purchase their most recent automobile, practical features such as 'Safety' and 'Value/Price' also came into play. According to Mintel market research, although this generation has the highest incomes to date, they still devote a significant amount of time and energy into find the best deal (2006).

Research Question #2: How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

Results suggest that both generations view the automobile as an extension of themselves, ultimately serving as form of status and self-image. Gen Y and Baby Boomer respondents both agreed that 'The automobile a person drives says a lot about them' and that 'There are certain auto brands I would never consider buying.' Members of Generation Y agreed to 'Style/Look' as currently more important than Baby Boomers did, yet Baby Boomers expressed greater agreement that 'Style/Look' was more important when choosing the car they currently owned at the time of this study than Gen Y respondents; ultimately suggesting that Baby Boomers not only view the automobile as a status symbol, but actually use it to define themselves more than Generation Y members.
Research Question #3: How do Generation Y and the Baby Boomers differ in their self-reported advertising media preferences?

Previous research has indicated that both Generation Y and Baby Boomers dislike traditional advertising. The results of this study show that both generations have similar attitudes towards their advertising media preferences, with ‘Word of Mouth’ and ‘The Internet’ as the two most preferred methods of learning about new products among both generations. However, when it comes to learning about automobiles, Generation Y reported most often using ‘Word of Mouth’, while Baby Boomers said they turned to ‘The Internet.’ Results showed that Generation Y respondents like to use the internet to research products they are interested in significantly more than Baby Boomers, indicating their preference of non-traditional media and preference of seeking out information on their own (Mintel, 2006). These differences may largely be a result of age, as even though Generation Y is comprised of experienced shoppers who began shopping at a far earlier age than previous generations, they may still turn to the advice and opinions of older adults. In fact, Mintel market research has previously asserted that Generation Y prefers to purchase brands they know, unless they are highly recommended by word of mouth (2006).

The results of this study also indicate that members of Generation Y agree that advertising allows them to discover new products, while Baby Boomers are indifferent on the subject. In fact, Generation Y expressed more agreeable attitudes towards advertising than Baby Boomers. Previous research has stated that Generation Y’s parent generation the Baby Boomers, are leery of advertising with 48% stating it has no affect on their purchase decisions (Mintel, 2007). While it is clear that both Generation Y and the Baby Boomers like to make independent brand choices, Generation Y respondents’ attitudes towards advertising are an example of the
blending of entertainment and advertising, such as product life-style web sites and commercials via YouTube. Generation Y enjoys advertising as long as it conforms to their media preferences.

Research Question #4: How do Generation Y and the Baby Boomers differ in their self-reported affective responses to traditional print advertisements?

Findings show little difference in the self-reported affective responses to the print advertisements provided in the survey instrument and are a result of the print ads shown to respondents. The first ad shown, a print advertisement for the 2008 Toyota Highlander Hybrid, found in the October 29, 2007 issue of Newsweek was arguably targeted at an older auto market (Baby Boomers). Baby Boomer respondents failed to connect with the ad finding the message confusing and contradictory. While there were no statistically significant differences between Generation Y and Baby Boomer responses, Baby Boomer respondents reported an overall greater agreement of interest in the vehicle than did Gen Y respondents, agreeing more highly to the following statements: ‘After reading this advertisement, I want to know more about this vehicle’, ‘If I was in the market for a new automobile, I would interested in purchasing this one’ and ‘I could see myself in this automobile.’ Furthermore, Baby Boomer respondents also more highly agreed that the advertisement was targeted at them than did Gen Y respondents.

The second ad shown, a print advertisement for the 2008 Scion xB found in the November 2007 issue of Blender magazine, was arguably targeted at the young auto market (Generation Y). While there were no significant differences among Generation Y and Baby Boomer responses, Baby Boomers showed a greater agreement of interest in the vehicle with the following statements: ‘After reading this advertisement, I want to know more about this vehicle’, ‘If I was in the market for a new automobile, I would interested in purchasing this one’
Just Like Their Parents?

and ‘I could see myself in this automobile.’ Despite this, Baby Boomer respondents more strongly disagreed that the advertisement was targeted at them than did Generation Y respondents.

While the Scion brand’s success among Generation Y may have not been captured in the survey’s questions regarding the Scion xB print advertisement, the findings do show that Generation Y respondents recognize that they were the target market, regardless of their interest in the vehicle. Baby Boomer respondents on the other hand, reported a higher level of interest in the vehicle, even though they felt ‘older’ than the target market. Their level of interest supports Scion’s past success with the Baby Boomer market. While they may not be the primary target for the brand, they seem to be attracted to the young, hip vibe.

The fact that neither generation expressed a high degree of interest in either print advertisement may suggest more than the fact that the two vehicles selected were of no interest to the sample. Generation Y’s overall lack of interest in the vehicles presented in the print advertisements may be a testament to their preference of non-traditional advertising. These findings relative to the Baby Boomer sample may be more significant. With only 71% of Baby Boomers actually associating themselves with the generation, 22 million individuals in the United States are slipping past marketers. While scholars and market researchers have gone to great lengths to classify this large generation into segments, its clear that a significant proportion of the generation has failed to be recognized. A study released in early 2008 found that more than half (54%) of all U.S. Baby Boomers feel neglected and misrepresented by the advertising industry (Hupp, 2008). Like the Toyota Highlander Hybrid ad in the survey instrument and marketers surprise to Scion’s success in the Boomer market, marketers may be failing to identify and reach a large portion of the Baby Boomer generation.
Limitations

As with any study, this one has limitations. The self-report survey instrument used in this study has proven validity as each variable is quantified in the instrument. However, while the survey uses a tested scale (Likert), the items on the survey are property of the researcher and have not been previously tested. In addition the self-report survey is limited in its findings as the data is not an exact representation of respondents' behavior, but rather a representation of what respondents say their behavior is. As a result, the findings of this study rely on the honesty and quality of responses from participants.

The method used to administer the survey also had limitations. While the e-mail invitation was sent to chosen possible participants, it does not prevent the survey from being further distributed. Furthermore, not only did the study rely on the honesty and quality of responses from both samples, but the environment in which the survey was administered could no be controlled. Thus, distractions had the potential to affect the quality of responses.

Limitations also exist in the study's convenience sample, as this study is not representative of the entire population, or even the entire population at the Rochester Institute of Technology. Further limitations exist in the Generation Y sample, as it was not comprised of all students at the university but rather all students enrolled in the College of Liberal Arts. Many students in this curriculum study marketing and may be acutely aware of the survey's purpose.

Lastly, the sample's studied affective responses to advertisements were limited to print advertisements, presented digitally. The two print ads chosen for this study: a 2008 Toyota Highlander ad and a 2008 Scion xB ad, failed to draw distinct results from either generation.
with most responses falling under 'Neither Agree Nor Disagree'. The researcher would suggest selecting a greater number of print advertisements from various brands (foreign and domestic) and well as models (sedan, SUV, hybrid, etc.) if pursuing this avenue in future research. An expansion of this study could include both Generations’ affective and behavioral responses to non-traditional advertising methods.

A larger sample outside of one geographical area, encompassing an equal number of males and females, would provide more accurate results which would be better applied to the general population. Overall, this study’s limitations suggest further research modifying the experimental design as well as better sampling.

Conclusion

Generation Y is often described as an age-cohort aversive to traditional advertising. Marketers have struggled to reach this demographic, especially when marketing products requiring a high level of decision-making and monetary commitment. Generation Y’s parents, the Baby Boomers watched their children grow up in a society bombarded with advertisements and a culture driven by consumerism. As result, like their children, they are skeptical of advertising and prefer to make their own decisions independent from advertising. At the same time, Baby Boomers are dealing with a personal war fought in bathroom mirrors, doctor chairs and store fronts. Whether they are delaying or redefining retirement, this generation is taking on the ‘evil’ of aging like no other generation before. Their insatiable desire to regain their youth has driven them to products which offer the experience of feeling and looking young, such as the Scion brand.
Table 7: Affective response to print advertisements
(Statistically significant findings are shaded)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Gen Y Mean Response</th>
<th>Baby Boomer Mean Response</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. After reading this Toyota Highlander Hybrid advertisement, I want to know more about this automobile.</td>
<td>3.11</td>
<td>3.03</td>
<td>.855</td>
</tr>
<tr>
<td>42. If I was in the market for a new automobile, I would be interested in purchasing this automobile (Toyota Highlander).</td>
<td>3.45</td>
<td>3.32</td>
<td>.066</td>
</tr>
<tr>
<td>43. I could see myself in this automobile (Toyota Highlander Hybrid).</td>
<td>3.50</td>
<td>3.19</td>
<td>.069</td>
</tr>
<tr>
<td>44. I think this Toyota Highlander Hybrid advertisement is targeted at people like me.</td>
<td>3.47</td>
<td>3.05</td>
<td>.139</td>
</tr>
<tr>
<td>46. After reading this Scion xB advertisement, I want to know more about this automobile.</td>
<td>4.09</td>
<td>3.94</td>
<td>.292</td>
</tr>
<tr>
<td>47. If I was in the market for a new automobile, I would be interested in purchasing this one (Scion xB).</td>
<td>4.26</td>
<td>4.15</td>
<td>.302</td>
</tr>
<tr>
<td>48. I could see myself in this automobile (Scion xB).</td>
<td>4.39</td>
<td>4.23</td>
<td>.958</td>
</tr>
<tr>
<td>49. I think this Scion xB advertisement is targeted at people like me.</td>
<td>3.55</td>
<td>4.00</td>
<td>.000</td>
</tr>
</tbody>
</table>

1 = Strongly Agree
5 = Strongly Disagree
Research Question #1: How do Generation Y and Baby Boomer members differ in their self-reported motivations for purchasing a particular automobile?

Results show that Generation Y and Baby Boomers share many similar motivations for purchasing a particular automobile. Respondents agreed to 'Quality' as the current most important feature, with Baby Boomers agreeing to a significantly higher importance. In addition, while both generations highly agreed to the importance of 'Style/Look' and 'Value/Price', Baby Boomers expressed the greatest agreement to the higher importance of 'Value/Price' while Generation Y expressed the greatest agreement to the importance of 'Style/Look'. These findings support that of previous researchers that Generation Y and the Baby Boomers are price-driven to find trendy car models (Mintel, 2007). However, Baby Boomers agreed that even if money was no object, 'Safety' and 'Value/Price' would top their list of important features, signifying their maturity in agreeing to a higher importance to arguably more practical features. Interestingly, Baby Boomer results reported that this generation expressed a greater agreement to the importance of 'Quality' and 'Style/Look' when choosing the car they currently owned at the time of this study.

Several conclusions from these findings can be made. It appears that both Generation Y and the Baby Boomers have multi-dimensional motivations for purchasing a particular automobile. While Generation Y members like to stand out and express their own unique style, financial constraints cause them to highly value price. And while previous market research has emphasized Gen Y's concern for the environment, it appears that other practical features have a larger impact on their decision for choosing a particular vehicle. This is confirmed in the results
of this study as automobile features such as 'Style/Look' and 'Environmental Impact' were most highly agreed to as important if money was no object. AutoPacific's 2006 study on Generation Y found that the youth market wants a "high value, affordable to operate, long lasting vehicle that they can be proud to drive" (AutoPacific, 2006, 2). It appears that the Baby Boomers have similar desires. Like members of Gen Y, Baby Boomers are motivated by objective (practical) and social motivations to consume (Martin and Tully, 2004). While 'Style/Look' played a significant part in their decision to purchase their most recent automobile, practical features such as 'Safety' and 'Value/Price' also came into play. According to Mintel market research, although this generation has the highest incomes to date, they still devote a significant amount of time and energy into find the best deal (2006).

Research Question #2: How do Generation Y and the Baby Boomers differ in their self-reported perceptions of status and self-image as associated with automobile ownership?

Results suggest that both generations view the automobile as an extension of themselves, ultimately serving as form of status and self-image. Gen Y and Baby Boomer respondents both agreed that 'The automobile a person drives says a lot about them' and that 'There are certain auto brands I would never consider buying.' Members of Generation Y agreed to 'Style/Look' as currently more important than Baby Boomers did, yet Baby Boomers expressed greater agreement that 'Style/Look' was more important when choosing the car they currently owned at the time of this study than Gen Y respondents; ultimately suggesting that Baby Boomers not only view the automobile as a status symbol, but actually use it to define themselves more than Generation Y members.
Research Question #3: How do Generation Y and the Baby Boomers differ in their self-reported advertising media preferences?

Previous research has indicated that both Generation Y and Baby Boomers dislike traditional advertising. The results of this study show that both generations have similar attitudes towards their advertising media preferences, with ‘Word of Mouth’ and ‘The Internet’ as the two most preferred methods of learning about new products among both generations. However, when it comes to learning about automobiles, Generation Y reported most often using ‘Word of Mouth’, while Baby Boomers said they turned to ‘The Internet.’ Results showed that Generation Y respondents like to use the internet to research products they are interested in significantly more than Baby Boomers, indicating their preference of non-traditional media and preference of seeking out information on their own (Mintel, 2006). These differences may largely be a result of age, as even though Generation Y is comprised of experienced shoppers who began shopping at a far earlier age than previous generations, they may still turn to the advice and opinions of older adults. In fact, Mintel market research has previously asserted that Generation Y prefers to purchase brands they know, unless they are highly recommended by word of mouth (2006).

The results of this study also indicate that members of Generation Y agree that advertising allows them to discover new products, while Baby Boomers are indifferent on the subject. In fact, Generation Y expressed more agreeable attitudes towards advertising than Baby Boomers. Previous research has stated that Generation Y’s parent generation the Baby Boomers, are leery of advertising with 48% stating it has no affect on their purchase decisions (Mintel, 2007). While it is clear that both Generation Y and the Baby Boomers like to make independent brand choices, Generation Y respondents’ attitudes towards advertising are an example of the
blending of entertainment and advertising, such as product life-style web sites and commercials via YouTube. Generation Y enjoys advertising as long as it conforms to their media preferences.

Research Question #4: How do Generation Y and the Baby Boomers differ in their self-reported affective responses to traditional print advertisements?

Findings show little difference in the self-reported affective responses to the print advertisements provided in the survey instrument and are a result of the print ads shown to respondents. The first ad shown, a print advertisement for the 2008 Toyota Highlander Hybrid, found in the October 29, 2007 issue of *Newsweek* was arguably targeted at an older auto market (Baby Boomers). Baby Boomer respondents failed to connect with ad finding the message confusing and contradictory. While there were no statistically significant differences between Generation Y and Baby Boomer responses, Baby Boomer respondents reported an overall greater agreement of interest in this vehicle than did Gen Y respondents, agreeing more highly to the following statements: ‘After reading this advertisement, I want to know more about this vehicle’, ‘If I was in the market for a new automobile, I would interested in purchasing this one’ and ‘I could see myself in this automobile.’ Furthermore, Baby Boomer respondents also more highly agreed that the advertisement was targeted at them than did Gen Y respondents.

The second ad shown, a print advertisement for the 2008 Scion xB found in the November 2007 issue of *Blender* magazine, was arguably targeted at the young auto market (Generation Y). While there were no significant differences among Generation Y and Baby Boomer responses, Baby Boomers showed a greater agreement of interest in the vehicle with the following statements: ‘After reading this advertisement, I want to know more about this vehicle’, ‘If I was in the market for a new automobile, I would interested in purchasing this one’
Just Like Their Parents?

and ‘I could see myself in this automobile.’ Despite this, Baby Boomer respondents more strongly disagreed that the advertisement was targeted at them than did Generation Y respondents.

While the Scion brand’s success among Generation Y may have not been captured in the survey’s questions regarding the Scion xB print advertisement, the findings do show that Generation Y respondents recognize that they were the target market, regardless of their interest in the vehicle. Baby Boomer respondents on the other hand, reported a higher level of interest in the vehicle, event though they felt ‘older’ than the target market. Their level of interest supports Scion’s past success with the Baby Boomer market. While they may not be the primary target for the brand, they seem to be attracted to the young, hip vibe.

The fact that neither generation expressed a high degree of interest in either print advertisement may suggest more than the fact that the two vehicles selected were of no interest to the sample. Generation Y’s overall lack of interest in the vehicles presented in the print advertisements may be a testament to their preference of non-traditional advertising. These findings relative to the Baby Boomer sample may be more significant. With only 71% of Baby Boomers actually associating themselves with the generation, 22 million individuals in the United States are slipping past marketers. While scholars and market researchers have gone to great lengths to classify this large generation into segments, its clear that a significant proportion of the generation has failed to be recognized. A study released in early 2008 found that more than half (54%) of all U.S. Baby Boomers feel neglected and misrepresented by the advertising industry (Hupp, 2008). Like the Toyota Highlander Hybrid ad in the survey instrument and marketers surprise to Scion’s success in the Boomer market, marketers may be failing to identify and reach a large portion of the Baby Boomer generation.
Limitations

As with any study, this one has limitations. The self-report survey instrument used in this study has proven validity as each variable is quantified in the instrument. However, while the survey uses a tested scale (Likert), the items on the survey are property of the researcher and have not been previously tested. In addition, the self-report survey is limited in its findings as the data is not an exact representation of respondents' behavior, but rather a representation of what respondents say their behavior is. As a result, the findings of this study rely on the honesty and quality of responses from participants.

The method used to administer the survey also had limitations. While the e-mail invitation was sent to chosen possible participants, it does not prevent the survey from being further distributed. Furthermore, not only did the study rely on the honesty and quality of responses from both samples, but the environment in which the survey was administered could no be controlled. Thus, distractions had the potential to affect the quality of responses.

Limitations also exist in the study's convenience sample, as this study is not representative of the entire population, or even the entire population at the Rochester Institute of Technology. Further limitations exist in the Generation Y sample, as it was not comprised of all students at the university but rather all students enrolled in the College of Liberal Arts. Many students in this curriculum study marketing and may be acutely aware of the survey's purpose.

Lastly, the sample's studied affective responses to advertisements were limited to print advertisements, presented digitally. The two print ads chosen for this study: a 2008 Toyota Highlander ad and a 2008 Scion xB ad, failed to draw distinct results from either generation.
Just Like Their Parents?

with most responses falling under ‘Neither Agree Nor Disagree’. The researcher would suggest selecting a greater number of print advertisements from various brands (foreign and domestic) and well as models (sedan, SUV, hybrid, etc.) if pursuing this avenue in future research. An expansion of this study could include both Generations’ affective and behavioral responses to non-traditional advertising methods.

A larger sample outside of one geographical area, encompassing an equal number of males and females, would provide more accurate results which would be better applied to the general population. Overall, this study’s limitations suggest further research modifying the experimental design as well as better sampling.

Conclusion

Generation Y is often described as an age-cohort aversive to traditional advertising. Marketers have struggled to reach this demographic, especially when marketing products requiring a high level of decision-making and monetary commitment. Generation Y's parents, the Baby Boomers watched their children grow up in a society bombarded with advertisements and a culture driven by consumerism. As result, like their children, they are skeptical of advertising and prefer to make their own decisions independent from advertising. At the same time, Baby Boomers are dealing with a personal war fought in bathroom mirrors, doctor chairs and store fronts. Whether they are delaying or redefining retirement, this generation is taking on the ‘evil’ of aging like no other generation before. Their insatiable desire to regain their youth has driven them to products which offer the experience of feeling and looking young, such as the Scion brand.
Generation Y and the Baby Boomers possess many of the same motivations in choosing a particular automobile. Both generations want high quality vehicles at a good price that represent who they are. Baby Boomers' age may account for them ascribing a higher importance to practical features such as safety than Generation Y. For both generations the automobile serves as an extension of one’s self, defining who they are and how they wish to be perceived. However, Baby Boomers agreement to the importance of the style and look when choosing the vehicle they currently own, suggests that Baby Boomers are using the automobile as a status symbol to a far greater extent that Generation Y. While Gen Y members value features such as style and look and environmental impact, practical features such as price and value currently take precedent, likely due to financial constraints. Lastly, while each generation may differ slightly on media preferences, they both prefer non-traditional advertising allowing them to control the messages they receive.

This study and that of previous researchers suggests that the Baby Boomer generation may be largely misunderstood. This misrepresentation of the largest generation to date is not only a problem for marketers but for social scientists, psychologists and other scholars interested in human behavior. Research efforts should be directed towards understanding this large group of individuals.
Works Cited


Appendix A: Sources Searched

Articles, scholarly reports and books relative to the topic of this research project were search from September 10, 2007 to October 5, 2007. Communication, market research, psychology, social science and thesis and dissertation data bases available through the Rochester Institute of Technology library system were searched: ABI/Inform, Academic Search Elite, ComAbstracts, Communication and Mass Media Complete, CQ Researcher, Emerald Full Text, Factiva, Journalism and Mass Communication Abstracts, LexisNexis Academic, Marketing Channel via Dialog, ProQuest, PyschArticles, SIRS Researcher, Social Science Citation Abstracts, Sociological Abstracts, Wilson Omnifile. Also, reference sections of previous research pertaining to my study were used to find additional scholarly articles. The following key terms were used to search for literature: “Generation Y”, “twentysomethings”, “teenagers”, “teens”, “echo-boom”, “Baby Boomer”, “marketing”, “consumers”, “motivation”, “Self-Concept”, “purchase”, “car”, “automobile”. The time frame searched for scholarly research was unlimited, due the fairly small amount of available research. Due to the timeliness of market research, my search was limited to findings no earlier than 2005. Articles featured in trade magazines, newspapers and other similar publications were searched from 1999 to 2007.
Appendix B: E-mail Survey Invitation

Dear [Faculty and Staff or fellow students],

You are invited to share your views as an automobile consumer. Below is a link to the online survey. Participation is voluntary, but necessary in order for you to be represented in this unique study. Pretests show that the survey takes approximately five minutes to complete and you are assured complete anonymity and confidentiality.

If you consent to this survey please click on the following link to participate:
http://clipboard.rit.edu/takeSurvey.cfm?id=4pu5c6

This link will expire in 4 days, on Friday, January 18, 2008 at 11:59 PM.

To request a copy of the results of this study please send me an e-mail to jxs7381@RIT.EDU, with 'Results Request' in the subject line. All requested results will be sent via e-mail during the first week of March 2008.

If you have any questions, concerns, or wish to report a research-related problem, please do not hesitate to contact me.

Your participation is greatly appreciated!

Best,

Jessica Sica-Lieber
Undergraduate Student
Advertising/Public Relations
Appendix C: Survey Instrument

Automobile Purchases and You

Web-Friendly Version Instructions:
You are invited to offer your views as an automobile consumer.

Please carefully read and answer all applicable items on the survey instrument.

Pretests show the survey takes approximately 5 minutes to complete, however you will have as much time as you want.

Please choose the ONE response which best fits your answer.

This first section presents a series of statements regarding automobile features and their importance to you. For each statement, click on the response option that best indicates how much or little you agree with the statement.

<table>
<thead>
<tr>
<th>When purchasing an automobile:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>Neither Agree/ Nor Disagree</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
</tr>
</tbody>
</table>

1. Quality is very important to me.
2. Brand is very important to me.
3. Style/Look is very important to me.
4. Environmental Impact is very important to me.
5. Safety is very important to me.
6. Value/Price is very important to me.

7. If applicable, please list another feature not mentioned above, which is very important to you when purchasing an automobile:
This next section presents the same series of statements regarding automobile features and their importance to you. This time, please click on the one response option that best indicates how much or little you agree with the statement REGARDLESS OF PRICE.

If money was NO object when purchasing an automobile:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Quality would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Brand would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Style/Look would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Environmental Impact would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Safety would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Value/Price would be very important to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. If applicable, please list another feature not mentioned above, which would be very important to you when purchasing an automobile if money was NO object:
Just Like Their Parents?

15. How do you usually learn about automobiles (new models available, price and specs, etc.)?

- Word of Mouth (family, friends, etc.)
- The Internet
- Television Advertising
- Print Advertising (magazines, newspapers, etc.)
- Other...

This set of questions asks how you prefer to learn about new products in general.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Word of Mouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Television Ads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Print Ads (magazines, newspapers, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. If applicable, please list another way you prefer to learn about new products which is not mentioned above:
This next set of statements asks how you feel about advertising.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. In general, I find advertising obtrusive and annoying.

22. Advertising allows me to discover new products.

23. I prefer to seek out information regarding products I am interested in on my own.

24. When browsing through a magazine, I often stop to look at ads that catch my eye.

25. I enjoy watching television commercials.

26. I like to use the Internet to research products I am interested in.

You're half-way done!

The next two sections contain questions about your automobile ownership.

27. Do you own or lease an automobile?
   Yes
   No (If no, please skip to question #41)
28. Did you purchase this automobile new or used?
   New
   Used

29. What is the manufacturer AND model of your automobile (ex. Honda Civic)

30. What is the year of your automobile?

Like the series of statements you previously responded to, this section presents statements regarding automobile features and their importance to you WHEN YOU CHOSE THE AUTOMOBILE YOU CURRENTLY OWN. For each statement click on the one response option that best indicates how much or little you agree with the statement.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31. Quality was very important to me.
32. Brand was very important to me.
33. Style/Look was very important to me.
34. Environmental Impact was very important to me.
35. Safety was very important to me.
36. Value/Price was very important to me.

37. If applicable, please list another feature not mentioned above, which was very important to you when choosing your current automobile:
For each statement, click on the one response option that best indicates how much or little you agree with the statement.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

38. The automobile a person drives says a lot about them.
39. There are certain auto brands I would never consider buying.
40. Advertising has a lot to do with my decision to purchase a certain automobile.

You're almost done!
If you were asked to skip to question #41, please continue here.

Please take a moment to look at the advertisement below.

ADVERTISEMENT #1

Everything Counts.
EconoSmarts.

EcoSmart when it comes to fuel efficiency. Introducing the advanced HYBRID Synergy Drive
with ECON mode, which helps you go further on a lot of gas. Your love for the
Highlander's new features and learn about it at toyota.com

Everything Counts.
EcoSmart.
Please answer the following questions, based on your viewing of ADVERTISEMENT #1.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. After reading this advertisement, I want to know more about this automobile.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. If I was in the market for a new automobile, I would be interested in purchasing this one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. I could see myself in this automobile.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. I think this advertisement is targeted at people like me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45. Please provide any additional thoughts/comments about ADVERTISEMENT #1:
Just Like Their Parents?

Please take a moment to look at the advertisement below.

ADVERTISEMENT #2
Please answer the following questions, based on your viewing of ADVERTISEMENT #2.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

46. After reading about this advertisement, I want to know more about this automobile.

47. If I was in the market for a new automobile, I would be interested in purchasing this one.

48. I could see myself in this automobile.

49. I think this advertisement is targeted at people like me.

50. Please provide any additional thoughts/comments about this advertisement:

The last two questions are solely for classification purposes.

51. Sex:
   Male
   Female

52. Age on your last birthday:
End of survey.

Thank you, your participation is greatly appreciated!
12. Andrew Tschorke (Prof. LaVerne McQuiller-Williams) Criminal Justice

As many as 1 in 4 teenagers experience violence in a dating relationship as is suggested by research. While there is an increased emphasis on curbing teen violence in high schools, few high schools specifically address the issue of adolescent dating violence.

Andy Tschorke, drawing on theoretical frameworks and factors that place adolescents at risk for violence in dating relationships, remarkably and succinctly focuses on the implications for schools that fail to provide policies that address dating violence. Andy concludes with some of the innovative programs taking place at high schools around the country that serve to reduce and prevent dating violence among America’s youth.
The Truth About Dating Violence

Andy Tschorke
Domestic Violence
Professor McQuiller Williams
2.19.2008
The Truth About Dating Violence

Society is becoming plagued by issues that harm the well being of many individuals and is in dire need of awareness and correction. The field of criminal justice is making strides to educate, protect, and correct many of these injustices. While it is impossible for the system to educate everyone and correct everything, as of late more attention has been given to the issue of domestic violence within the United States. The issue of domestic violence is by no means new but has only recently been given increased attention and litigation rights due to an overall goal to protect human rights. Domestic violence contains numerous subcategories of those victimized and how they are victimized. This paper aims to assess the current situation and findings of dating violence as a subcategory of domestic violence.

Defining Dating Violence

Dating violence is an uncommonly heard about category of domestic violence that is given little attention. Domestic violence is a broad, all-encompassing term to describe many types of violence between two or more individuals in many different types of relationships. Whether it involves parents, parents and children, siblings, and so on, it can be considered domestic violence. Dating violence aims to narrow the definition by only defining violence between two individuals who are unmarried and are or were in a dating relationship. The types of violence included range greatly and can include more commonly known physical violence to lesser-known types, such as emotional, psychological, verbal, sexual, and economic abuse. Also, dating violence is a pattern of behavior that attempts to establish or maintain a sense of control over another party of a relationship (Breaking the Silence). Dating violence can often be confused with
Dating Violence

disagreement and occasional anger that is part of a healthy relationship (Breaking the Silence). One key factor that must be present in a relationship crippled by dating violence is that one individual in the relationship is scared and intimidated by the other person (Breaking the Silence). Dating violence is nearly identical to domestic violence, except for the relationship of the parties involved.

Statistics

The statistics behind dating violence and its prevalence, specifically among teenagers, is shocking. Most individuals have heard and understand the term domestic violence and sadly come to accept its existence. However, most people are unaware of dating violence and that it falls under the category of domestic violence. Maura O'Keefe states in her article, “Teen Dating Violence: A Review of Risk Factors and Prevention Efforts,” that there have been several studies to determine the prevalence of physical violence among teenage high school relationships. Some studies report rates as low as 8% and as high as 52% (O'Keefe, 2005). In 2000, the Center for Disease Control released the findings of a national survey, which found the prevalence rate of physical violence in teenage relationships to be 12% (O'Keefe, 2005). The wide range in reported prevalence rates can be attributed to several sampling inequalities. Differences in the definition and what comprises dating violence varied from study to study. Some of the studies may have included psychological and emotional abuse, along with physical abuse, while others only included physical abuse (O'Keefe, 2005). Also, some studies did not include sexual violence in the definition of dating violence (O'Keefe, 2005). In addition, the majority of studies conducted to determine dating violence prevalence rates are based on self-reports, which can greatly skew the true data. Based on the situation, it is likely females will over-
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report incidents, while males will under-report (O’Keefe, 2005). O’Keefe goes on to state that even though the data for gay, lesbian, and bisexual relationship violence is meager at best, the data that does exist indicates even higher levels of dating violence than heterosexual relationships.

Based on New York State statistics, one in five female high school students has encountered physical and/or sexual abuse by a dating partner (NYS OPDV, Teen Dating Violence). This figure takes into account all high school students, further exemplifying the prevalence, because not all high school students are involved in relationships. Dating violence between high school-aged students is not always directed towards a female from a male. The same New York State statistics show 36.4% of teenage females and 37.1% of teenage males reported receiving some type of physical violence from their dating counterpart at least once (NYS OPDV, Teen Dating Violence). However, this fact could show signs of sampling error due to the self-report style of survey technique. Although male and female teenagers report being victimized by their partner almost equally, the report of who initiated the violence differs greatly. Male students initiated violence 70% of the time, while females only initiated 27% of the time (NYS OPDV, Teen Dating Violence). Maturity also seems to play a factor in the level of violence existing in a dating relationship. Females who range in age between sixteen and twenty-four exhibit the highest rates of dating violence of all other age categories (NYS OPDV, Teen Dating Violence). School buildings and the grounds on which they exist are typically seen as some of the safest areas students can reside; however, a startling 43% of teen dating violence occurs in this so-called safe haven (NYS OPDV, Teen Dating Violence). Although 20% of teenage females are involved in some type of dating violence, about
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40% know of another similar-aged female who is being beaten by their partner (NYS OPDV, Teen Dating Violence). Possibly the most frightening statistic related to dating violence is that nearly one-third of murdered teenaged females are killed by current or previous boyfriends (NYS OPDV, Teen Dating Violence). Dating violence is the primary source of injury for those between the ages of fifteen and forty-four (Breaking the Silence). When comparing intimate partner violence between teenagers and adults, it has been found that teens are much more susceptible to violence from their partners than are adults (American Bar Association). With this last fact in mind, the need to clearly decipher between dating violence, specifically among teens, and adult domestic violence becomes apparent.

Teen Dating Violence vs. Adult Domestic Violence

In many ways, teen dating violence is similar to the violence commonly displayed in adult domestic violence situations. The parties involved can be of any race, ethnicity, socioeconomic class, or religion (WomenLaw). Much like adult domestic violence, teen dating abuse can occur between heterosexual, gay, and lesbian couples (WomenLaw). Patterns within the relationship are highly intrinsic with the type of abuse that occurs. Both types of abuse demonstrate repetitive violence that gradually escalates over time (WomenLaw). Just as in adult domestic violence, there is a cycle of abuse where there is a honeymoon period, followed by aggression building, then an abusive period, and finally an apologetic period (WomenLaw). However, just as in adult domestic violence, these steps do not always follow in succession. Finally, both types of abuse share the most dangerous aspect of partner violence, the time at which one party attempts to leave the relationship (WomenLaw).
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Although teen dating violence and adult domestic violence are similar in many ways, they drastically differ in some key areas. Possibly the most noticeable area in which this difference is present is that other relationships suffer and grow weak due to the controlling nature of the intimate relationship (WomenLaw). The controlling disposition of these relationships causes the victim to become isolated from those who once were very close to him or her, creating a great sense of loneliness (WomenLaw). Not only does this issue cause previous relationships to suffer but also affects other aspects of the victim’s life, prohibiting social and personal growth. As a result of isolation, victims often find themselves unable to create new relationships with adults and peers (WomenLaw). Restrictions an abuser places on a victim could potentially cause the victim to lose his or her sense of self and ability to feel emotionally independent, as well as to lose one’s set of personal values and morals (WomenLaw). Also, a very detrimental affect of these relationships is the possible decrease in scholastic performance, which can negatively impact the victim for an indefinite period of time (WomenLaw).

Risk Factors

As with many types of violence and criminal activity, society is fast to draw conclusions that have never been proven or simply are not true. It is a common misconception that those who fall victim to teen dating violence are those of ethnic minorities, such as African American and Latino individuals (Bush, 2002). However, there are conflicting reports on these demographic predispositions of dating violence, and no definitive evidence leads to a conclusion that certain minorities are at risk for dating violence. According to O’Keefe, there have been studies indicating that African Americans are victims of dating violence more often than other ethnicities, such as
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Latinos, Asians, and Caucasians (O'Keefe, 2005). Also, it is often thought that many types of crimes only happen among lower socioeconomic classes. Crimes of all kinds, especially teen dating violence, are not isolated to specific classes and are generally distributed among all socioeconomic classes in society (Bush, 2002).

Much like studies conducted that attempt to determine the effect race and economic class play in dating violence, there are conflicting studies about whether witnessing parental violence leads young individuals to exhibit dating violence. One study showed that when young males were exposed to parental violence, they were more likely to become violent towards their dating partner (O'Keefe, 2005). These findings could be due to the youth's perception that violence within a relationship is socially acceptable. In addition, the same study found that teens exposed to parental violence are unaffected when it comes to being a victim of dating violence (O'Keefe, 2005). Also, some studies found that young individuals who fall victim to physical abuse from a parent are more likely to abuse a partner in a dating relationship, while other studies found no correlation at all (O'Keefe, 2005). Although most research on the topic of dating violence has presented conflicting reports, there is agreement on how violence and aggression towards peers affects the likelihood of being an abuser in a dating relationship (O'Keefe, 2005). Those who exhibit aggression towards their peers, especially males, are much more likely to exhibit violence in a dating relationship (O'Keefe, 2005). Also, as one could easily conclude, there is a strong correlation to committing dating violence for those who have been violent in previous relationships (O'Keefe, 2005).

It is a well-known fact that teen girls are under tremendous amounts of pressure in today's society. Expectations on how to look and act place unreasonable amounts of
pressure upon these teens and cause a struggle of personal identity and self-esteem (Bush, 2002). In most cases, parents, other family members, friends, and school staff provide a sufficient support system. However, not all young females are provided enough support in their struggle to maintain self-esteem and a sense of personal identity, especially at school, which causes them to look elsewhere for attention (Bush, 2002). In the event a teen is forced to look elsewhere, he or she may look towards a boyfriend or girlfriend and find him or her self in a controlling, unhealthy relationship (Bush, 2002). The lack of a support system to guide a young teen, particularly a female, through some of the most difficult years of his or her life where one’s identity is solidified and self-esteem is built, could result in an uncorrectable path to personal failure.

Effects of Dating Violence

In addition to the obvious physical and sexual trauma most violent dating relationships exhibit, there are lesser known, but highly traumatic, issues that can arise as a result of the unhealthy relationship. Emotional distress is one of the aspects that is given little attention but can impact many aspects of a victim’s life for an indefinite amount of time. There are a multitude of specific emotions that can plague the lives of victims of dating violence. Not every victim exhibits all emotional stressors, nor do all victims share the same stressors (Amar & Alexy, 2005). Some of the emotions with which victims have been diagnosed are anger, guilt, self-blame, fear, depression, betrayal, and emotional breakdowns (Amar & Alexy, 2005). According to Amar and Alexy, these emotional issues that dating violence victims have are in line with the symptoms of posttraumatic stress disorder. One victim who had been raped by her partner expressed feelings of guilt and fell victim to flashbacks that often left her crying (Amar & Alexy, 2005). Adversely
affecting any forward progress towards recovery, these emotional problems often lead to strong feelings of embarrassment, which cause victims to withhold their feelings from those who could potentially help them recover from the traumatic events (Amar & Alexy, 2005). Other victims have reported bouts of crying with an inability to explain why, while another became bulimic for six months (Amar & Alexy, 2005). This brings forth another serious and adverse side affect of dating violence trauma. Eating disorders, in themselves, threaten the health and safety of those who have such a disorder, not to mention this in combination with the multitude of other emotional problems that can accompany it. Life threatening feelings of depression and suicide can also result from an individual who has been victimized by a dating partner (Amar & Alexy, 2005). Victims also showed anger not only towards their close friends and family, but also towards themselves for not confronting the issues and having put themselves in the situation (Amar & Alexy, 2005).

Many victims lose any sense of trust for partners they once had. The very person they placed so much trust in had hurt them and extinguished any hope for a healthy relationship in the future (Amar & Alexy, 2005). Also, this broken trust does not allow the victim to enter into any new relationships, whether it be an acquaintance or an intimate relationship, for they have an inability to place trust in almost anyone, even those in which they once placed the utmost trust (Amar & Alexy, 2005). The reasoning behind this guarded lifestyle is that the only way to prevent oneself from falling victim again is to not trust another individual (Amar & Alexy, 2005). Oftentimes, feelings of isolation result from this inability to trust. Although these are not the only effects that can
result from dating violence, they are some of the more prevalent and devastating issues that cripple the social abilities of those who have fallen victim.

Prevention and Intervention

There are numerous programs across the country that address the ever-increasing problem of dating violence among teens. Differing in many ways, these programs all share a similar objective, to curb abusive relationships among America’s youth. Some programs provide education about the topic and teach skills on how to avoid abusive relationships and how to help others who have wandered astray into such a relationship. Other programs offer resources to teens who are in or know someone else who is in an abusive dating relationship.

One intervention program in a Massachusetts high school is a play called, “The Yellow Dress.” The play is sponsored by a group that was founded after the death of a young woman in her twenties who was in an abusive relationship. Throughout the production, the story of the woman is revealed and the events of the abusive one-year relationship leading up to her death are detailed (Nifong, 1996). Following the conclusion of the play, the students break into groups and discuss how they can avoid being a victim of dating violence and also how to create awareness among friends and family about the silent killer known as dating violence (Nifong, 1996). Promoting Alternatives to Violence Through Education, also know as PAVE, is an organization in Denver with the goal of educating area schools about dating violence and offering helpful resources to the community (Nifong, 1996). PAVE has created a dating violence preventative curriculum offered in many of Denver’s local schools to educate students age eight to eighteen (Nifong, 1996). In addition to the educational programs offered by PAVE, the
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organization also provides counseling for those who have fallen victim to dating violence, abusers in unhealthy relationships, and children who have witnessed domestic violence (Nifong, 1996). The New York State Office for the Prevention of Domestic Violence created television and radio advertisements aimed at today’s youth to take a stand against dating violence (NYS OPDV, Teen Dating Violence). These airings took place in the summer of 2006 and built upon the previous year’s campaign to raise awareness about dating violence (NYS OPDV, Teen Dating Violence). Although the advertisements were directed toward all youthful individuals, they took specific aim at young males to encourage them to intervene if they witness dating violence (NYS OPDV, Teen Dating Violence). These television and radio advertisements received extremely positive feedback and were nominated for a Telly Award, which they later won (NYS OPDV, Teen Dating Violence). The American Bar Association published a manual designed to educate a wide range of individuals about teen dating violence (American Bar Association). Not only does the manual contain a plethora of valuable information and statistics about teen dating violence in the United States today, but it also provides prevention recommendations for a range of individuals; there are recommendations for youth, parents, teachers, law enforcement officials, physicians, and court personnel, to name a few (American Bar Association). With these programs only scratching the surface of the wide range of aid available to victimized teens, society must ask whether or not providing these reactive services are enough.

Conclusion

Based on the aforementioned material, it is clear that teen dating violence has grown to become a significant issue in the lives of America’s youth. It is believed by
many that teen dating violence has reached a level so dangerous that it compares similarly, if not exceeds, the dangers present by domestic violence among adults. The awareness preventative programs offered throughout the country are making strides to educate society of this little-known sector of domestic violence. However, without new proactive measures to not only educate but also deter and punish those who perpetrate such violence, teen dating violence will not subside. Until then, it is likely the problem will grow and continue to cause irreversible detrimental effects to the future of the United States.
Bibliography


Smita Menon, a Professional & Technical Communication major, created an engaging proposal for an empirical research project that is a model for scientific clarity and precision.

Quantitative Research Methods is one of two required communication research methods courses for PTC majors. The course project insists students invent and develop a fully formed proposal for an empirical research study. For many, this kind of thinking and this style of writing is novel. Research proposals must focus on phenomena associated with the communication discipline, carefully articulate the research problem to be investigated and state hypotheses or ask research questions, offer a compelling scholarly and social rationale that legitimizes the enterprise, present a representative and critical review of the related empirical research literature, and specify precisely the scientific procedures to be followed to test hypotheses or respond to research questions. Students are reminded their proposals for research must be so clear that any "kid in the hall" will be able to implement the project and that in empirical research there is no such thing as "you know what I mean."

Smita Menon’s ambitious proposal creatively and successfully weaves together mass communications, intercultural communication and health communication theoretical constructs within a context of digital media. Her text engages the reader and clearly lays out a valid and reliable set of self-report measures to be gathered by means of a survey and personal interviews. Smita’s research idea and her writing are first-rate. I note that Smita will present results of a different research project, her Senior Thesis,
on 18 April at the Department’s fifth annual Conference for Undergraduate Research in Communication and a condensed version of that work will be published in the Proceedings book that accompanies that Conference.
“Don't Worry, Everything Will Be Just Fine:” Caucasian and Indian Women Coping with Pulmonary Hypertension and the Implications of Computer-Mediated Support Groups in Coping.

By
Smita Menon
Student, Quantitative Research Methods

To
Dr. Bruce Austin
Instructor, Quantitative Research Methods
Abstract

As Pulmonary Hypertension (PH) survival rates continue to improve due to advances in its medical treatments, the focus of PH patients has shifted from death and dying to life and living. Dealing with the psychological effects of PH has become important. While a significant amount of research has been conducted with chronic disease survivors of Caucasian descent, few have focused on the coping strategies of the survivors of Asian, particularly, Indian descent. The purpose of the study is to investigate the coping strategies employed by women with PH in United States and India and explore the implication of computer-mediated support groups as a coping strategy amongst the two different cultures.

A total of 44 women with PH (30 Caucasian and 14 Indian) will be recruited through PH clinics in New York, California, Boston and Chicago in United States and Delhi, Mumbai, Bangalore and Chennai in India. Subjects will be mailed a package of three questionnaire surveys. A week after the surveys are returned, the subjects will be interviewed via telephone or in-person. The data collection procedure is expected to take no more than six-seven weeks.

Once the data is collected, responses will be coded respectively and themes and behaviors will be identified, which would be used to infer the results of the study. The coping strategies and the implications for computer-mediated support groups with culturally diverse groups, United States and India will be discussed.
INTRODUCTION

Pulmonary Hypertension (PH) was first identified in the 1980s. It is a rare condition of high blood pressure in lungs, that causes enlargement of the right side of the heart, and eventually death. Since its emergence in 1980s and the increase in diagnosis of new cases, PH has become one of the greatest health threats, especially amongst the women (Nauser & Stites, 2001, para 3). This incurable disease continues to exact an astonishing human toll. The most recent statistics shows 15,668 deaths and 260,000 hospital visits among persons with PH between 1998-2001 (Center for Diseases Control, 2002). However today, with increased emphasis on advance treatments, PH patients can now live 10 years longer than the three-year prognosis that was given by medical practitioners 10 years ago (Nauser & Stites, 2001, para 39).

With PH no longer categorized as a terminal disease, managing the physical consequences of the disease is no longer the primary concern for the patients. PH patients' focus has shifted from death and dying to life and living in that they are finding ways to deal with fear, anxiety, and depression “associated with functional impairment, increased health care costs” (Lowe, Grafe, Ufer, Kroenke, Grunig, Herzog & Borst, 2004, p. 831). As a result, it is not surprising that these individuals turn to social support, especially support groups for emotional, informational, and instrumental assistance (Kalichman, 2006, p. 537).

According to Kalichman (2006, p. 538), people diagnosed and living with a chronic disease seek the support of computer-mediated support groups for comfort and encouragement; for increasing their knowledge base about the disease itself and any new and improved breakthroughs; and for practical assistance with daily living, such as financial/insurance assistance.

Until recently, face-to-face social support groups were considered the only option to cope with chronic disease. The advent of the Internet and other factors such as (1) lack of proximity to family and
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Close friends for social support, and (2) progression of the disease itself, leaving the individuals homebound, have led to the emergence of support groups on the digital platform. These support groups, such as www.phassociation.org and computer-based bulletin board systems have been lately seen as a viable source of support to the chronically-ill (Kalichman, 2006, p.538)

While a number of studies (Lowe, et al., 2004; Lacasse, Rousseau & Maltais, 2001; Manen, Bindels, Dekker, Ijzermans, Van der Zee & Schade, 2002) have been conducted on PH patients' quality of life following the diagnosis, few investigations have examined cultural differences and patients' employing the Internet as a source for coping with PH. Most research has focused on support group in the cyberspace and its use by Americans living in the United States; few studies have explored the cyberspace coping abilities of non-Western citizens or have compared the coping strategies across cultures.

Today, with the world becoming more and more linked, it is imperative to acknowledge that every cultural group contains substantial variance. The coping process is highly specific to individuals, and their situation, particularly the inherent cultural differences such as individualism and collectivism.

According to Hofstede (2005):

An individualist culture consists of loosely-linked individuals who see themselves as independent of group. They emphasize on personal achievement and independence. An example of an individualistic culture is United States. Collectivist culture consists of closely-linked individuals who identify themselves as a part of group, such as family, friends, coworkers, tribes and so forth. An example of a collectivist culture is India (p. 73-86).

The present study investigates the PH patients' coping behavior across cultures and the patients' evaluation of the impact of online support group as a means of dealing with psychological distress resulting from PH, and as a means of making health care decisions.
RESEARCH RATIONALE

Scholarly Rationale

Support groups, both face to face and online exert a positive influence on the subjective or emotional needs of individuals with illness. "These groups are based on principles of empowerment, inclusion joint decision making, shared responsibility, and a holistic approach to the needs of the individual" (Finn, 1999, p. 221).

Since stress is an inevitable part of chronic illness, coping has attracted much scholarly attention. Numerous studies thus far have focused on using support group as a coping strategy (Cobb, 1976; Flaherty, Pearce & Rubin, 1998; Walther, 1993). Scholars have found support groups to be an effective means of providing self help to chronically-ill patients. Another area that has received scholar's interest in the last 10 years is online support groups, especially those associated with cancer (Spiegel, Bloom & Yalom, 1981; Telch & Telch, 1986; Weinberg, Uken, Schmale & Wessel, 1995). While a few studies have assessed the impact of online support groups on the quality of life of the cancer patients, others have explored the factors that led the patients to visit support groups. However, one cannot fail to notice that these studies have largely focused on the experiences of Caucasians. Understanding the cyberspace coping strategies used by Indians is hindered by the limited number of studies. Also noticeable is the limited research conducted on PH patients. Since PH is rare and is often misdiagnosed and under-diagnosed, very limited research has been conducted on it and the individuals afflicted by the disease (Lowe et al. 2004; Manen et al. 2002; Rousseau & Maltais, 2001).

In view of all the limitations in the scope of the above-mentioned studies, the present study will expand our knowledge about the coping strategies of PH patients across cultures and the patients' evaluation of the impact of online support groups as a means of dealing with psychological distress and as a means of making health care decisions.
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Social Rationale

The present study builds upon previous relevant research on PH patients and bridges the limitations of the past research on the impact of computer-mediated support groups on chronically-ill patients wherever possible. The study's results will inform health psychologists, PH specialists and nurse practitioners, counselors, social workers and PH patients about the clinical importance of PH support groups online.

Personal Rationale

My interest in this topic stems from the experiences I have had as an individual living with PH for the last four years. As a PH patient (of an Indian origin), I have so far always avoided going to online support group, phassociation.org. This could be partly due to the 'scary nature' (that I find) of message threads posted in the discussion forum, and partly because the majority of my support comes from my husband, a healthcare practitioner. This behavior has developed an interest in me to ask if there is any difference between PH patients in United States and PH patients in India as far as using Internet as a strategy to cope with their illness is concerned.

LITERATURE REVIEW

Key Definitions and Issues

Pulmonary Hypertension (PH)

PH is high blood pressure in lungs. A rare disease of unknown cause, PH leads to the progressive narrowing of the blood vessels and eventually heart failure. It is estimated that PH afflicts two in a million (Centers for Disease Control, 2002). The definition of PH as it relates to the study will be limited to PH diagnosed in female adults, aged 25 and more, since this the population that is twice at
Coping and implication of CMSG risk for the disease. The definition excludes PH patients both, male and children who are diagnosed with PH and patients who have PH secondary to other lung, heart, immune system or liver disorder.

Coping

According to Pearlon and Schooler (1978, p. 3) coping is "any response to external life strains that serves to prevent, avoid or control emotional distress." Lazarus contends that coping is capable of mediating the emotional outcome of stressful encounter. These stressful encounters include any experience or conditions that are traumatic, unalterable and emotion-focused (2000).

Researchers have also conducted studies involving specific subgroups of population to determine the effects of specific life events on the individual's ability to function and cope (Frazier, 2003, p. 1257; Halligan, Michael & Clark, 2003, p. 420). It is from this, a more specific focus on the subgroups of the population experiencing traumatic life experiences, emerge social support and coping research of individuals diagnosed with a chronic illness.

In addition to understanding that individuals resort to coping during a traumatic event in their life, it is also essential to understand the coping strategies that the individuals use. Researchers have divided the coping strategies into four categories: emotion-focused coping, problem-focused coping (Folkman & Moskowitz, 2004), appraisal-focused and social-focused coping (Lazarus, 2000).

According Folkman and Moskowitz (2004) emphasize that coping experience depends primarily on the situation of the individual, in that, coping strategies employed by an individual is not negative or positive. The coping strategies' effectiveness must be assessed within the context of the situation experienced. It is important to acknowledge that coping strategies differ in different cultures, and what strategy (avoidance) is commonly practiced in one culture, are not better or worse in relation to other coping strategies.

Tseng and Hsu (1991) note that cultural traditions and values play an important role in the
extent to which different ethnicities share their private information with outsiders. According to the authors, Caucasians feel more at ease sharing their family problems with outsiders, while Asians are uncomfortable in doing so. This leads to the definition of the two terms that form an integral part of the present study.

**Individualism and Collectivism**

Hofstede (2005) defines Individualism and Collectivism as:

Societies in which the ties between individuals are loose; everyone is expected to look after himself or herself and his or her immediate family. Collectivism, on the other hand, pertains to societies in which people on birth onward are integrated into strong, cohesive-in groups, which throughout people's lifetimes continue to protect them in exchange of unquestioning loyalty (p.76)

Harmony and avoidance of confrontation is a value embraced by the collectivists. They tend not to express themselves verbally. For them, mind and body are considered inseparable, and are integrally connected; hence psychological problems, coping in this case, manifest as somatic symptom (Sue & Sue, 2003). The individualistic ideology values power and status. They view self as a separate entity from their surroundings, and express their problems and issues more explicitly (Sue & Sue, 2003).

The present study focuses on individualism and collectivism that pertains to disclosing information about self to others for coping with a chronic illness. Instead of defining Asians (Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Phillipines, Thailand, Vietnam) as Collectivists and Caucasians or Whites (Irish, German, English, French, Polish, Dutch, Italian, Middle East and North Africa) as individualists, the present study concentrates on Indian collectivism and American individualism. 'American' here is defined as Caucasian that account for 77.1% of the total
Support Groups

Face-to-face support group is an environment to provide mutual support and health-related information to its members (Kalichman, 2007). Practical, medical, and stylistic barriers account for the under-use of support groups. Practical problems involve difficulties attending meetings, including a lack of transportation, a far distance to travel, or inconvenient meeting times. Medical factors center on the impact of the illness; for example, PH patients may be too weak or too sick to attend meetings (Weinberg, Schmale, Uke & Wessel, 1996, p. 27).

Computer-Mediated support group, on the other hand, is a group communication using computer network and the Internet to facilitate mutual support (Weinert, Cudney & Winters 2005, p. 8). This format allows members to read and respond to every message posted. As in face-to-face support groups, members ask questions, share information, express concerns, and offer advice and support, but from the comforts of their home.

Psychological Distress in a Chronically-ill Patient

Having a chronic illness such as PH, which has no cure, involves adjustment and readjustment of the individual to changing abilities and physical functionality of body. Not only does the individual have to suffer from the ailment's physical repercussions; they also suffer mental agony, such as worries about medical insurance, modifying their aspirations and way of living, re-negotiation of interpersonal relationships with loved ones, make makes things more difficult.

Hatchett, Friend, Symister and Wadhwa (1997) conducted a study of 42 chronically ill patients
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who were experiencing end-stage renal disease. They hypothesized that a patient’s perceived inability to meet others’ expectations about coping with illness would lead to poorer adjustment. The authors’ findings confirmed that expectations predicted subsequent decreases in psychological adjustment over a three-month period, even when social support was controlled. Another finding of the study was that optimism increased social support while pessimism predicted losses in social support.

Lowe et al. (2004) conducted a exploratory study on depression, anxiety and mental disorder on 164 patients with PH (70.1% female, mean age: 47.8). The authors found that one-third of patients suffered from depressive disorder and panic disorder. The prevalence of major depression, panic disorder was strongly associated with the level of functional limitation. Work disability in nearly half of the patients with PH and other limitations regarding personal well-being, daily activities, and family life may also contribute to the development of mental disorders. The authors concluded that anxiety and depression are frequent in patients with PH and increase as the severity of disease progresses. The study provides a foundation for the present study in that it demonstrates that PH patients experience anxiety and depression following the diagnosis, which drives the present study to examine the coping strategies PH patients employ to cope with their illness.

Role of Social Support

In his experience in conducting face-to-face support groups for cancer patients, Spiegel (1995) found that social support may influence coping style by shifting the focus from an uncontrollable primary problem, such as advancing to a controllable one such as influencing the effects of cancer, some of which are psychological in nature. This finding can be extended to patients with PH. Even though they cannot control the advancement of PH, what they can control is the psychological effects of PH by establishing vigorous relationships with family, friends, similar peers.
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In a research titled, *Online help: Cancer patients participate in computer-mediated support group*, Weinberg, Schmale, Uke and Wessel (1996) studied an electronic bulletin board established expressly for six breast cancer patients. The authors found that in the 3-month period under study, participants used the forum 158 times, sharing medical and personal information and providing encouragement and support primarily from 7 a.m. to midnight. When analyzing message content of this group the following themes were identified by the authors: (1) discussing medical information about one another; (2) relating personal information about oneself; (3) indicating concerns for other members; (4) reporting on positive aspect of one's own situation; (5) stating favorable feeling about the group; (6) asking other members questions; (7) identifying commonalities with other members; (8) giving other members advice; (9) giving others information; (10) revealing negative aspects of one's own feelings; (11) noting problems in connecting with the board. The authors concluded that that computer-mediated support groups may offer patients many of the therapeutic features of face-to-face groups such as hope, and group cohesion.

Shaw, Hawkins, McTavish, Pingree, McDowell and Gustafson (2006) examined how insightful disclosure within a computer-mediated support group for women with breast cancer affects breast cancer-related concerns, emotional well-being, and self-reported physical well-being. A total of 144 females (mean age: 44.5) with breast cancer agreed to participate in the study through a Comprehensive Health Enhancement Support Group (CHESS), a computer-mediated support group. Surveys were administered just before group access and then two months and five months later. The authors found that insightful disclosure improved emotional well-being and reduced negative mood but did not influence breast cancer-related concerns or self-reported physical well-being. The authors concluded that computer-mediated support groups may serve as a viable forum for communicating about illness in a way that may improve emotional status for women with breast cancer.

In a 2002 study on the effects of computer-mediated support group for people (n=580) suffering
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from severe back pain Lorig, Laurent, Deyo, Marnell, Minor and Ritter found that the support group indicated positive outcome. For one year 190 individuals received an intervention including participation in a closed moderated computer-mediated support group, a book and a video on back pain. A control group of 231 individuals with severe back pain received a subscription of choice to a non-health related magazine. The authors found that the experimental group, in comparison to the control group, significantly improved in pain, disability, health stress, and decreased use of other health care services after one year of treatment.

Cultural Differences in the use of Computer-Mediated Support Groups

Studies have shown that the Asian culture's emphasis on collectivism rather than individualism. They turn to family when coping with cancer (Kapoua, 2003; Mokau, Brown & Braun, 1998). This value has been demonstrated in Wellisch, Kagawa-Singer, Reid, Lin, Nishikawa-Lee and Wellisch's 1999 study examining the social support needs of 46 Asian and Anglo American breast cancer survivors (n=13 Anglo-American, n=18 Chinese-American, n=15 Japanese American). The results showed that Anglo-American women indicated a greater need for social support than either of the two Asian-American groups. In addition, the authors found that Asian-American strongly favored a need for smaller and intimate support network, while the Caucasian women relied on larger, more extensive support network.

A couple of studies conducted in the past have discovered that Asian-American women value the concept of self-sacrifice (Ashing, Padilla, Tejero & Kagawa-Singer, 2003; Mok, Chan, Chan & Yeung, 2003). Chinese individuals with disease do not seek outside help (help from support groups), which may be attributable to their cultural tradition of avoidance of placing burdens on others (Mok et al. 2003). This finding is supported by Kagawa-Singer and Wellisch's study in 2002, which investigated ethnic differences in their perceptions of the support provided by their spouses. 46 women who had had
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breast cancer six months to three years prior participated in this study (n=13 Euro-American, n=18 Chinese-American and n=15 Japanese-American). The authors hypothesized that few differences would exist in standardized testing, and that cultural differences would be found at the level of semi-structured interviewing. The authors found that in fact few differences existed among the three groups on standardized instruments. At the level of qualitative evaluation, however, it appeared that Asian-American women were expected to be self-sacrificing and nurturing of husband and family, while Euro-American women were able to be dependent. Another major difference existed around the theme of harmony and intimacy, where Asian-American women had a goal of harmony over intimacy, while Euro-American women had a goal of intimacy over harmony. In addition, the authors also discovered that, in the area of communication, with both Asian groups appeared to valued non-verbal communication over verbal, while Euro-American women appeared to value verbal communication over non-verbal.

RESEARCH QUESTIONS

One of the main advantages of computer-mediated support groups for PH or for that matter, any disease, is that they take place without the constraints of time and distance. It is again essential to understand that not everybody use support groups on the Internet as a tool to cope with their illness. Sometimes, cultural differences may affect the use of the Internet as a strategy to cope with a traumatic experience, such as diagnosis of a serious illness like PH. The research questions in the present study focus on investigating the differences, if any, PH patients have in using computer-mediated support groups and then assessing the impact of cyberspace-coping of PH across the cultures. The research questions are stated below:

Research Question 1: What differences are there between PH patients who identify culturally as Caucasian and Indian on their self-reported strategies that they employ to cope with their illness?
Research Question 2: What differences are there between Caucasian and Indian PH patients and the motives they say they have to go to computer-mediated support groups (as compared to face-to-face support groups)?

Research Question 3: What differences are there between Caucasian and Indian PH patients and the features they say they look for on computer-mediated support groups?

Research Question 4: What differences are there between Caucasian and Indian PH patients and the gratification they say they receive from computer-mediated support groups?

METHOD

This section outlines the method that will be used in the present study to address the research questions.

Study Purpose

The principal goals of this study are: (1) to investigate the differences between Caucasian and Indian PH patients on their self-reported strategies they employ to cope with their illness and (2) to investigate the differences between Caucasian and Indian PH patients in their usage of computer-mediated support group. To achieve these goals, the study will use a survey combined with a personal interview.

Participants

Participants in this study will include a total of 44 women diagnosed with PH who are between the age of 25 and 50. The reason for choosing a sample this small in size is because of the rare nature of the disease in that only 500-1000 new cases of PH are diagnosed each year. In addition, PH is often under-diagnosed or misdiagnosed and therefore the known population of PH patients remain small in
Coping and implication of CMSG

size. All participants will fulfill the following eligibility criteria: (1) diagnosed with PH, per the definition of PH provided in the literature review; (2) PH patients of class IV, patients having inability to perform any activity without getting tired, chest pain and shortness of breath; (3) aged 25-50 at the time of study and (4) Caucasian and Indian identity, and (5) ability to speak and write English.

The sample will be composed of two cultural groups, Caucasian, living in United States and Indian, living in India (30 Caucasian, 14 Indian). Because the Caucasian ethnicity is at higher risk for PH than the Indian (Center for Disease Control, 2002), the sample size of the former is greater (68%) than the latter (32%).

Data Collection

The 30 Caucasian subjects will be recruited through PH clinics in New York, California, Boston and Chicago. Justification for the inclusion of the four states in this study include the high population density in the four states. These four states also house few of the most advance PH medical research facilities in United States (Phassociation, 2001). The 14 Indian subjects will be recruited through PH/Heart clinics in India practicing in Delhi, Mumbai, Bangalore and Chennai. Justification for the inclusion of the four states in this study include the high density population in the states and the presence of internationally-recognized medical institutions with specialty in cardio-vascular diseases (STIC Care, 2007). A summary of the research proposal will be submitted to the clinics at each of the locations to solicit their support for the study.

All recruitment procedures for the study will be approved by the Rochester Institute of Technology's Institutional Review Board (IRB), and by related institutions in India. Once the RIT-IRB approval and related approval in India is obtained, the potential subjects will be identified. Fliers describing the study will be distributed to the clinics in United States and India with the permission of the physicians in-charge. The fliers will instruct PH patients interested in participating or who had
questions to contact the principle investigator. Once the potential subjects are identified, the principle investigator will then mail recruitment letters in India and United States describing the study to eligible clients, with a response form indicating whether the recipient accepts or declines participation. These recruitment letters will include the contact information of the researcher should the interested subjects have any question.

Upon the receipt of the response forms, the researcher will mail the Demographic and Medical Information Questionnaire – DMIQ (Appendix B), Coping Operations Preferences Enquiry – COPE (Appendix C), Self-Construal Scale (Appendix D), and an Informed Consent form to those indicating a willingness to participate. The informed consent form will describe the purpose of the study, the survey content, a personal interview guide (Appendix E), and will explain the confidential nature of the survey. Finally, subjects will be asked to sign the informed consent form and return it within two weeks with their completed surveys in the prepaid envelope provided.

Returned surveys will be reviewed to check for completeness. Subjects failing to return their survey within two weeks will receive another letter to determine the status of the survey. Those still willing to participate will be given an additional week for survey completion and contacted again, this time by telephone, after two weeks if the survey has not been received. After the third opportunity, those who had not returned the survey will be considered non-responders. These procedures for identifying eligible participants and administering the survey will be used in both the United States and India. The researcher will then conduct a telephone or personal interview with the Caucasian subjects and the Indian subjects a week after the survey and the signed consent form is returned. The survey and the telephone/personal interview contains no questions common to both the instruments (see the respective Appendices). The survey instruments will collect information about the PH patients and their coping strategies. The survey instrument such as COPE, contains 60 items that can be divided into problem-focused, emotion-focused and maladaptive coping strategies. The items measure the coping
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strategy of an individual in an in-depth manner, which a personal interview may not be able to measure. On the other hand, telephone/personal interview will provide an in-depth understanding of the participants' motives to use computer-mediated support groups as opposed to face-to-face support groups.

The researcher will conduct a personal interview with Caucasian participants in the New York area and an interview via with the Caucasian participants living out of New York. The researcher will use telephone as the primary means to interview the Indian PH patients living in India.

Pretest of the Questionnaire Survey and the Interview Survey

The surveys, questionnaire surveys and Interview survey will be pretested before they are mailed to the participants. The researcher will ask two PH patients, who happen to be the researcher's friends, to complete the survey. The researcher will also conduct a telephone interview with them. During the pretest, the researcher will attempt to notice any problem questions. After the survey completion and telephone interview, the researcher will ask the pretest participants if there was any question that was difficult to understand. Based on the comments from the pretest participants, the researcher will then review the instruments and modify them accordingly.

Measurements

The variables have been operationalized using the following instruments:

<table>
<thead>
<tr>
<th>Variables</th>
<th>Instrument used to Operationalize The Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variables</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Identities (Caucasian and Indian PH patients)</td>
<td>Self-Construal Scale (SCS)</td>
</tr>
<tr>
<td><strong>Dependent Variables</strong></td>
<td></td>
</tr>
<tr>
<td>Coping Strategies</td>
<td>Coping Operations Preference Enquiry (COPE)</td>
</tr>
</tbody>
</table>
Instruments

Demographic and Medical Information Questionnaire (DMIQ)

A uniquely designed questionnaire will be used to assess the characteristics of Caucasian and Indian PH patients. Demographic variables will include age, income, employment status, education, health insurance, birthplace, ethnicity, language and marital status. In addition, the questionnaire will ask medical information, including diagnosis, age at diagnosis, years since diagnosis, PH stage at diagnosis, menopausal status, current medications, other health problems (if any) and side effects (if any).

Coping Operations Preference Enquiry (COPE)

The research will use the 60-item multidimensional coping inventory, Coping Operations Preference Enquiry or COPE (Carver, Scheier & Weintraub, 1989) to collect information about the coping strategies the PH subjects in United States and India employ to cope with PH. The coping inventory consists of fifteen and several other less adaptive coping strategies. Respondents will indicate how much they perform each behavior in a four-point Likert scale ranging from “1 - I don’t do this a lot” to “4 – I do this a lot.” Alpha reliabilities for the subscales range between .62 and .92 except for the mental disengagement subscale, which has an alpha coefficient of .45. Validity has been established using measures of optimism, self-esteem and trait anxiety (Carver, Scheier & Weintraub, 1989).
Self-Construal Scale (SCS)

Individualism and Collectivism were measured using Singles' (1994) Self-Construal Scale (Appendix D). The SCS is a 23-item scale (alpha = .93) that measured the strengths of an individual's independent and inter-dependent self-construal. Respondents will indicate how much they agreed or disagreed with each each statement in a five-point scale ranging from “1 – Strongly agree” to 5 –“Strongly disagree.” Validity for the SCS has been established in inter-ethnic comparisons (Singelis, 1994; Singelis & Sharkey, 1995), and by convergence with other methods of collectivism.

Interview

The research will use an interview guide (Appendix E) that contains 14 questions to conduct a telephone or personal interview with the participants. The content of the interview is divided into the following sections: (1) membership in a support group or CMSG; (2) features the subjects look for in a CMSG; (3) personal support the subjects receive; (4) impact of the CMSG in their social life and (5) impact of CMSG in PH coping. The interview will be audio-taped after permission is obtained from the participants along with the notes that will be maintained by the principle researcher. A standard interview format will be used and all participants will be asked the same questions.

Once the interview is conducted, the principle researcher will (1) manually analyze the transcripts and identify themes and behaviors that emerged within or between the groups; (2) assign code numbers to the themes and behaviors; (3) label with appropriate code numbers the segments of text that supported a particular theme; (4) compare the codes and similar ones will be placed in categories, and (5) compare individual transcripts of the two cultural groups (Caucasian in United States and Indian in India) for similarities and differences. These steps are expected to help the researcher to answer the research question two, three, four of the study.
CONCLUSION

Limitations and Expected Challenges of the Study

This research proposal has limitations, which are detailed below:

One of the most important limitations of the research will be the non-random nature of the sample. Since the sample will be drawn using a convenient sample (the samples will be referred by physicians), population generalizations about the coping strategies, the motives to use CMSG, the features that are looked for on CMSG and gratification received from CMSG, cannot be made.

Another important limitation of the research will be the instruments. The present research will rely upon self-reported data. It can be expected that the respondents may not report some experiences or occurrences due to several reasons. Due to the absence of the researcher when the respondents will fill the survey questionnaire, it will be difficult to control for or discuss the respondent's behavior. The assumption is that the respondents will answer the survey questionnaire in an honest manner, without the help of their family members.

The recruitment of PH patients in India may pose as the biggest challenge of the study. Due to extreme bureaucracy, the researcher may face a few institutional barriers associated with assessing potential participants in the hospital setting.

Avenues for Further Research

The present research proposal stands as a strong model for understanding the differences between Indian and Caucasian PH patients and their use of computer mediated support groups for coping with their illness. What would be interesting to study is a research that focuses on support groups for cross-cultural men facing PH. Though previous research conducted on the U.S. mainland suggests that support groups for chronically-ill diseases, such as cancer are dominated in membership by White males (Weber & Sherwill-Navaro, 2005), this study points to the participation of men of
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Indian origin. Also interesting will be to explore the elements of a support group that illicit membership from men of various cultural backgrounds.

Final Thoughts

The present study builds on a growing body of research with a focus on how PH patients cope with their illness and the implications of computer-mediated support groups in coping with their illness. The study provides the beginning of a foundation for research exploring the differences in coping patterns and the implication of computer-mediated support groups among PH patients of Caucasian and Indian decent.

While the surveys will act as an effective instrument for exploring the differences between Caucasian and Indian PH patients in their coping behavior, the in-depth telephone/personal interviews will help the researcher in understanding (1) the motives of the respondents to go to CMSG; (2) the features the respondents look for in CMSG; (3) the gratifications the respondents receive from CMSG and effectively answer the research questions posed in the study.

It is hoped that the future research can continue to build on these findings in order to guide interventions in social work with PH patients living anywhere in the world.
## APPENDIX A
### SOURCES SEARCHED

<table>
<thead>
<tr>
<th>DATABASE SEARCHED</th>
<th>KEYWORDS USED</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology (PsycArticles via EBSCO)</td>
<td>coping, coping, coping &amp; Stress</td>
<td>starting 2007 onward</td>
</tr>
<tr>
<td>Psychology (PsycArticles via EBSCO)</td>
<td>trauma, rape, sexual assault, traumatic experience</td>
<td>2007 - 1980</td>
</tr>
<tr>
<td>Academic Search Elite via EBSCO</td>
<td>collectivism, communication in collectivist society, communication and collectivism</td>
<td>2004-1994</td>
</tr>
<tr>
<td>Also searched Google Scholar</td>
<td>support groups, support groups for cancer patients, support groups for chronically-ill, support groups for patients</td>
<td>2007-1990</td>
</tr>
<tr>
<td>Health Source: Nursing/Academic Version via EBSCO</td>
<td>support groups, support groups for cancer patients, support groups for chronically-ill, support groups for patients</td>
<td>2007-1979</td>
</tr>
<tr>
<td>Communication and Mass Media Complete via EBSCO</td>
<td>social support, adjusting to chronic illness, diagnosis and adjustment to chronic illness</td>
<td>2005-1992</td>
</tr>
<tr>
<td>Also searched Google scholar for cases related to PH</td>
<td>anxiety and depression in PPH patients</td>
<td></td>
</tr>
<tr>
<td>Academic Search Elite via EBSCO</td>
<td>social support and collectivism, social support and culture support groups in Asia, social support in Asian countries, support groups in Asia, support groups in China</td>
<td>2006-1995, 2006-1997</td>
</tr>
</tbody>
</table>
REFERENCES


the intersection of cancer, western science and native Hawaiian healing. *Cancer, Culture & Literacy, 10*(5), 5-12.


APPENDIX B

Demographic and Medical Information Questionnaire (DMIQ)

Name: 
Address: 

Phone Number: Home: ______ Work: ______ Date of Birth: ______

Ethnic Background: (check one)

- Irish
- Polish
- Italian
- North Africa
- German
- French
- Indian
- Combination of the listed (Please specify)________________________

Occupation:

- Skilled labor
- Managerial
- Professional
- Homemaker/parent
- Other (please specify)____________________________________________

Are you currently working?

- Yes, Full time
- Yes, Part-time
- Yes, Freelance
- Yes, Work-from-home
- No
- Had to quit because of pulmonary Hypertension (PH)

Marital Status:

- Married
- Single
- Separated
- Divorced
- Widowed
- In a committed relationship

**Number of children** ______________________________

**Ages of children** ______________________________

**Education**

- Less than high school
- High school graduate
- High school plus some college
- Bachelors Degree
- Masters Degree
- PhD, MD, JD
- Other (please specify)

**MEDICAL CONDITION**

When were you first diagnosed with PH? _______________ (month, year)

Do you participate in any physical activities? _______________ Type _______________

Do you drive?

- Yes
- No
- Only if somebody else is also in the car
- Occasionally
- Rarely
- Only short distances

Do you do grocery alone?

- Yes
- No
- Sometimes, when the load is not heavy
- Accompanied by somebody to do grocery

Please indicate with an X any of the medical conditions that apply to you currently or in your history, in addition to PH:

- Back Pain
- High or Low Systolic Blood Pressure
- Neurological Disorder
- Neck Pain
- Asthma
- Hearing Loss
- Headaches
- Other Respiratory Conditions
- Visual Loss
- Joint Pain
- Digestive Disorders
- Learning Disorder
- Broken Bones
- Liver Disease
- Depression
- Surgeries
- Reproductive Disorders
- Smoking
- Diabetes
- Urinary Tract Disorders
- Alcoholism
- Anemia
- Cancer
- Chemical Addiction
- Heart Disease
- Autoimmune Disorder
- Anxiety
- Other (please specify)

Please explain any of the above that you checked.

Please check the medication(s) you take currently?

- Flolan
- IV Remodulin
- Sub-q Remodulin
- Ventavis
- Revatio
- Bosentan (Tracleer)
- Ambrisentan
- Sitaxentan
- Coumadin or any other blood thinner
- Any Diuretic
- Potassium
- Oxygen
- Other (Please specify)
Please specify the condition it is prescribed for

Does the Insurance cover for your medication? If so, what percent?

Were you hospitalized in the hospital anytime in the last two years? If so, why?
We are interested in knowing how people respond to stressful situations. Different individuals use different strategies to deal with a traumatic event. This questionnaire asks you to indicate what you generally feel and do when you are faced with a stressful situation. Think about what you do under a lot of stress.

Respond to each of the following item by circling one number on the scale below each item, using the response choices given below. Please choose your answer THOUGHTFULLY. Please answer every item. There are no “right” or “wrong” answers, so please choose the most accurate that would be as true as possible for you. Indicate what you actually do when you face with a stress situation – and not what everyone does.

1 - I don't do this at all
2 - I do this a little bit
3 - I do this more than a little bit
4 - I do this a lot

COPING WITH PH

1. Hope a miracle would happen
   1  2  3  4
don't do  do a lot

2. Talk to others with PH to find out more
   1  2  3  4
don't do  do a lot

3. Try to keep feeling to myself
   1  2  3  4
don't do  do a lot

4. Focus on the next step
   1  2  3  4
don't do  do a lot

5. Go ahead as if nothing had happened
   1  2  3  4
don't do  do a lot
6. Make sure not to make matters worse by acting too soon.

1 2 3 4
don't do do a lot

7. Leave everything on fate

1 2 3 4
don' do do a lot

8. Try to get professional help to get me through the stress

1 2 3 4
don't do do a lot

9. Looked for sympathy and understanding from family

1 2 3 4
don't do do a lot

10. Am inspired to be creative

1 2 3 4
don't do do a lot

11. Talk about my feelings with family and friends

1 2 3 4
don't do do a lot

12. Make a plan of action and followed it

1 2 3 4
don't do do a lot

13. Avoid being with people

1 2 3 4
don't do do a lot

14. Get Upset and I am really aware of it

1 2 3 4
don't do do a lot
15. Refuse to think about it
   1 2 3 4
don't do   do a lot

16. Have become more spiritual than ever
   1 2 3 4
don't do   do a lot

17. Have rediscovered priorities in life
   1 2 3 4
don't do   do a lot

18. Get upset and take my feelings out
   1 2 3 4
don't do   do a lot

19. I am prepared for the worst
   1 2 3 4
don't do   do a lot

20. Wish the situation would go away
   1 2 3 4
don't do   do a lot

21. Do not let other know how bad things were
   1 2 3 4
don't do   do a lot

22. Pray
   1 2 3 4
don't do   do a lot

23. Treat the illness as a challenge
   1 2 3 4
don't do   do a lot
24. Talk to peers, i.e., others with the same illness

1 2 3 4
don't do do a lot

25. Try to find out about the disease as much as I could find out

1 2 3 4
don't do do a lot

26. Depend on family to handle things

1 2 3 4
don't do do a lot

27. Take it out on family

1 2 3 4
don't do do a lot

28. Look for sympathy and understanding from strangers

1 2 3 4
don't do do a lot

29. Try new things in life

1 2 3 4
don't do do a lot

30. Try to keep my feelings from interfering

1 2 3 4
don't do do a lot

31. Ask friends for advice

1 2 3 4
don't do do a lot

32. I hold off doing anything about it until the situation permits

1 2 3 4
don't do do a lot
33. Pretend that it has not happened
   1  2  3  4
   don't do   do a lot

34. Concentrate on other things such as go to movies, watch TV to think about it less
   1  2  3  4
   don't do   do a lot

35. Put all my trust in God
   1  2  3  4
   don't do   do a lot

36. Accept this can't be changed
   1  2  3  4
   don't do   do a lot

37. Talk to someone who could do something concrete
   1  2  3  4
   don't do   do a lot

38. Learn something new from the experience
   1  2  3  4
   don't do   do a lot

39. Learn to live with it
   1  2  3  4
   don't do   do a lot

40. Keep myself from getting distracted by other thoughts or activities.
   1  2  3  4
   don't do   do a lot

41. Refuse to try
   1  2  3  4
   don't do   do a lot
51. Keep myself busy in other things to distract from the real problem

1 2 3 4
don't do do a lot

52. Sleep more than usual

1 2 3 4
don't do do a lot

53. I force myself to wait for the right time to do something.

1 2 3 4
don't do do a lot

54. Leave it on destiny

1 2 3 4
don't do do a lot

55. Make jokes about it

1 2 3 4
don't do do a lot

56. Get a lot of information

1 2 3 4
don't do do a lot

57. Look for sympathy and understanding from family

1 2 3 4
don't do do a lot

58. Don't put in extra effort on anything

1 2 3 4
don't do do a lot

59. Say to myself "this isn't real"

1 2 3 4
don't do do a lot

60. Drink alcohol or take drugs to think less about it

1 2 3 4
don't do
8. It is important to me to respect decisions made by the group
   1 2 3 4 5

9. I will stay in the group if they need me, even when I am not happy with the group
   1 2 3 4 5

10. If my brother or sister fails, I feel responsible
    1 2 3 4 5

11. Even when I strongly disagree with group members, I avoid an argument
    1 2 3 4 5

12. I would rather say 'no' directly than risk being 'misunderstood'
    1 2 3 4 5

13. Speaking up during a meeting is not a problem for me
    1 2 3 4 5

14. Having a lively imagination is important to me
    1 2 3 4 5

15. I am comfortable with being singled out for praise or rewards
    1 2 3 4 5

16. I am the same person at home that I am at work
    1 2 3 4 5

17. Being able to take care of myself is the primary concern for me
    1 2 3 4 5

18. I act the same way no matter who I am with
    1 2 3 4 5

19. I feel comfortable using someone’s first name soon after I meet them, even when they are much older than I am
    1 2 3 4 5
20. I prefer to be direct and forthright when dealing with people I have just met
   1 2 3 4 5

21. I enjoy being unique and different from others in many respects
   1 2 3 4 5

22. My personal identity independent of others is very important to me
   1 2 3 4 5

23. I value being in good health above everything
   1 2 3 4 5
APPENDIX E
Identification Number:
Personal/Telephone Interview Guide

Thank you for taking time for participating in this study. The information you give will help to understand the needs of Pulmonary Hypertension (PH) patients. The purpose of the study is to discover how PH patients in United States and India use support groups as a tool for coping with their illness. Your insights regarding the issue will be very helpful.

The interview will last at least ____ hour. You may choose not to answer any questions and you may terminate the interview at any point. The interview will be audio-recorded only with your permission. Your name will not be on this recording and your answers will remain confidential. Once the recording is transcribed, it will be destroyed. There is no right or wrong answer in this interview. We are only interested in your experiences as a PH patient.

*These are few questions that will ask you about your membership in a support group for Pulmonary Hypertension (PH)*

1. Have you been a member of a traditional or face-to-face support group for PH?
   Probe: If so, for how long?
2. How did you come to know about the support group?
3. Have you been a member of a computer-mediated support group (CMSG) for PH for 1 year?
4. Are you an active member of the CMSG?
   Probe: If your answer is No, please tell the reason why you stopped your participation?
   Probe: For how long are/ were you its member?
5. What motivated you to go to CMSG as opposed to face-to-face support group?
   Probe: What would you say is the most important reason that motivated you to go to a CMSG?

*The next set of questions will ask you about the features you looked for/did you look for/would you look for in CMSG*

6. What features did you look for in a CMSG?
   Probe: What is the racial mix?
   Probe: Does the racial mix make a difference to you?
   Probe: Does the size of the CMSG make a difference to you?

*The next set of questions will ask you about the personal support you have received after the diagnosis of PH*

7. Tell me about the support you have from your family (spouse, children, parents) and/or friends
8. How does the support you receive from CMSG add to the social support you receive from your family and friends?

*The next set of questions will ask you about the impact of CMSG on your social life*

9. Did you notice any difference in your social life after joining a support group or CMSG?
10. Does CMSG help you at times you feel really depressed about PH?
   Probe: If yes, in what ways?
   Probe: If possible, can you provide instances.
11. Do you consider any other member from the CMSG as friends?
12. Do you feel your presence in the group is helpful to other members of the group? If yes, please explain in detail?

The next set of questions will ask you the impact of CMSG in coping with PH. This is the last set of question(s)

13. Do you think that your participation on CMSG has helped you in dealing with PH?
   Probe: If yes, please give details and instances.

Thanks you very much for your willingness to share your experiences. They have been very helpful.
APPENDIX F
CONSENT FOR PARTICIPATING IN THE RESEARCH

I, ___________________________ voluntarily consent to participate in this study. I certify that I have been explained this research and had ample opportunity to ask any question. All questions on my mind have been answered to my satisfaction. I have read and and I have understood the research.

Participant (signature) Date

I, ___________________________ certify that I have explained the study and research procedures to the participant. I have explained all the known benefits and the risks associated with the research. In my opinion, I have answered all the questions that the participant had prior to consenting their participation.

Researcher (signature) Date
Dear Ms.

It is always a pleasure to know that medical science is making advancement in developing treatment for Pulmonary Hypertension (PH). It is a relief for people like us, inflicted with this deadly disease. PH specialists and scientists have successfully provided us with better treatments and now that the focus has shifted to life and living, they have even referred to us avenues to deal with our illness, such as the PH face to face and online support groups. However, they somehow overlook the significance of such groups to Ph patients like us. You are one of the small number of individuals whose opinion and thoughts would count the most in this matter.

As a part of my research, I wish to determine the coping strategies that PH patients employ to deal with their illness and the implication of computer-mediated support groups in dealing with our illness. We all deal with our illness in different ways. While some people find solace in talking to strangers about their illness, some just keep it to themselves. While some find close friends in these support groups, some are scared to go to these support groups.

The results of the study is completely dependent on the thinking of brave and courageous people like you. Enclosed with the letter are the surveys and the consent form to participate in the study. I assure of complete confidentiality. Your name will never appear on the survey form or in the results.

The results of the study will be made available to the Department of Communication, Rochester Institute of Technology, New York, and the interested community persons. I would be happy to send you a copy of the result, if you wish to receive it. In case you would like a copy of the result, please check the box “I Would Like to Receive a Copy of the Study” in the consent form.

Should you have any concerns and/or questions regarding the study, please e-mail or call xxxxxxxxxx. I would be happy to answer them.

Thank you for your assistance.

Sincerely,

Smita Menon
Investigator

*The researcher has borrowed the letter for the recruitment from Dr. Bruce Austin, Chair, Department of Communication, Rochester Institute of Technology, New York. The wordings shall be completely changed prior to mailing them to the participants.

In Jonathan’s brief paper he provides a cogent critique of a basic experiment in psychology. Written in perfect APA-style, Jon’s paper could serve as a demonstration of how to carefully examine empirical research. In his paper, Jon begins by placing the research in its larger theoretical context and explaining what motivated the study, which examines how children’s sense of gender-appropriate play is affected by the commercials they see on television. He describes the variables, methods and results of the study clearly and objectively before offering a critical analysis of how the study was operationalized. In his critique Jon does more than explain that there were problems in the research, he explains what impact they may have had on the results, and how to fix them. Jon’s paper is an excellent example of an in-depth critique of basic research in psychology.
Jonathan Winkle
Childhood & Adolescence
Gender Stereotyping
2/5/08

One area of childhood development research involves the effects of exposure to television programming and advertising. Pike and Jennings (2005) performed an experiment to assess the effects of TV advertising content on children’s gender assignments of different toys. The inspiration for the study stemmed from the doubling of children’s exposure to TV commercials from the 70s to the 90s. With a greater number of commercials being observed by children, it was important to understand how toy advertisements stereotype the roles of boys and girls and how they influenced children’s ideas of gender roles. This is even more important when understood alongside social learning theory which posits that children can learn social norms and behaviors by observing models (whether they be real or filmed).

Some of the gender stereotypes shown in toy advertisements include boys exhibiting more antisocial and aggressive behavior than girls, boys’ commercials being more action oriented while girls’ commercials often have a softer tone to them, and showing gender stereotype-specific behaviors such as girls shopping. The gender slants in various toy commercials are viewed as indicators of which gender the toy is appropriate for.

Pike and Jennings (2005) designed their experiment so that one group of children would observe traditional commercials (those advertisements for gender neutral toys that only contained boys in them), another group would observe nontraditional commercials (those in which boys’ faces would be digitally replaced with girls’ faces), and a final control group which observed gender equal non-toy commercials. All of these children (first and second graders) would then be presented with the toys that were in the commercials and asked who they thought the toys were meant for: boys only, girls only, or boys and girls. The toys used were Harry
Potter Legos and a Playmobil Airport Set. Pike and Jennings (2005) hypothesized that the traditional condition would make more children report that the toys were for boys only, whereas the nontraditional condition would make more children report that the toys were for boys and girls. They also predicted that girls would be more likely to respond that the toys presented to them were for boys and girls to play with. Finally, they anticipated that children who had prior experience seeing the commercials or playing with the toys would be less affected by the nontraditional condition.

The results of the study reinforced their hypotheses that children in the traditional condition were more likely to view the toys in the commercials as being only for boys whereas a majority of children in the nontraditional condition reported the toys as being for boys and girls. Pike and Jennings (2005) gave the exact percentages of children who viewed the toys as being for boys and girls rather than only boys as 17.7% more for the Harry Potter Legos and 36.9% more for the Playmobil Airport Set. The data contradicted their second hypothesis in that boys were actually more likely to report the toys as being for boys and girls in the nontraditional condition. They also found that the data supported their third hypothesis that those children who had prior experience with the toys were less affected by the nontraditional condition.

The authors were able to conclude that gender roles portrayed in TV advertisements did in fact have an impact on children's perceptions of the gender appropriateness of the toys in those commercials. Given that children's beliefs were changed by the nontraditional condition in this one short experiment, the authors implied that there could be much greater effects with prolonged exposure to nontraditional or traditional gender roles. The authors also speculated that boys may be affected by the nontraditional images because boys are normally under more pressure to engage in gender appropriate play. They also believed that children would benefit
from more commercials featuring nontraditional play because it would make them less restricted to specific gender orientations.

While the experiment yielded valuable results, it could have been improved in several aspects. One item that could have possibly increased error in the procedure was the use of digitally manipulated commercials. The authors mention that the female heads placed on boys’ bodies were unable to express emotions fluidly and this could have been a source of confusion for the children. I imagine that the result of placing a girl’s head on a boys body could be slightly unnatural however I cannot be sure of the quality of the digital mash-up without seeing it. Nonetheless, the experiment would most likely benefit from using commercials shot and designed specifically for the experiment to control for differences in style of the traditional and nontraditional commercials for different toys that were taken from TV. If the styles of the commercials were identical, experimenters would be more likely to observe a greater effect from the nontraditional images.

Children’s prior experience with the target toys and commercials is another issue that the authors admit mitigates the effect of viewing nontraditional images. If they want to show a greater effect due to exposure to nontraditional gender roles, then they should create their own commercials and use novel toys designed specifically for the experiment so there is no chance that the children participating in the experiment will have any prior leanings about the gender appropriateness of the target toy. If the investigators controlled for this variable then the effect of viewing nontraditional images would be much greater.

Pike and Jennings’ (2005) study is very important in identifying the extent to which TV commercials have an effect on children. Their research could, however, benefit from controlling for the children’s prior experience with the toys and commercials and controlling for different
styles of commercials inherent in advertisements taken from television. By limiting these two variables, the authors would observe an increase in the extent to which children's beliefs are affected by viewing nontraditional gender play.
15. Joseph Torrillo (Prof. Jamie Winebrake) Public Policy

The Public Policy Program in the Department of STS/Public Policy is pleased to have selected Joseph Torrillo as its 2007-08 Kearse Award winner. Joe is receiving this award for his paper entitled "Validating Barriers for Implementing Renewable Energy Technology in National Parks along the East Coast", which was written for his Senior Project. In this study, Joe explores the barriers that have prevented the implementation of renewable energy technologies at U.S. National Parks, with particular attention paid to those parks on the U.S. East Coast. Using survey data and statistical analysis, Joe draws correlations among park attributes and the likelihood of renewable energy adoption. Through this study, Joe identified systemic issues within the National Parks Service that inadvertently imposed significant barriers to renewable energy implementation. These results are currently being used to assist managers at the National Park Service Headquarters and the U.S. Department of Energy design programs and policies that will be more effective at introducing renewable energy within our National Park system.
Validating Barriers for Implementing Renewable Energy Technology in National Parks along the East Coast

A project submitted to the Public Policy Program at Rochester Institute of Technology in fulfillment of 0521-405

By

Joseph Torrillo

under the faculty guidance of

James Winebrake

24 February 2007

Submitted by: Joseph Torrillo 17 October 2007

Accepted by: Dr. James Winebrake 10/20/07
1. Abstract

To this day the United States has been a nation dependent on non-renewable sources of energy. The dependency of Americans on natural gas, coal, and foreign sources of oil has left the United States citizens and their environment vulnerable. The dependency Americans have on foreign oil to supply more than half\(^1\) of their oil consumption, in association with the costs of recovering and importing it, has left Americans victim to ever increasing prices of energy. In addition, fossil fuels subject Americans to greater health and safety risks because greenhouse gases (GHGs) and other toxins are released into the atmosphere when they are used. With awareness being raised to preserve the natural environment, the 2005 Energy Policy Act (EPACT)\(^2\) has demanded national parks across the United States to increase their use of renewable energy sources. This alone is not enough to cause significant changes in our national parks because a clause in EPACT stipulates that national parks can claim exemption from implementing renewable energy technologies (RETs) if there are natural barriers inhibiting them from doing it. Exploration, definition and validation of these barriers are ways to shape policy to overcome them. Recent research [Green, 2006]\(^3\) has been conducted in the Pacific West Region (PWR) of the United States that defines and validates barriers that inhibit National Park Service (NPS) areas from implementing RETs. This project is designed to identify and compare the attributes of a sample set of national parks located along the East Coast of the U.S. with the attributes of national parks in the PWR. The goal is to find out if the attributes linked to barriers in the PWR are similar to the attributes of national parks that lack RET implementation along the East Coast. If the attributes are similar, then it may be possible to validate that the same
barriers exist in NPS areas along the East Coast. This information could prove useful if the Federal Government wanted to develop a national policy that could assist national parks in overcoming the natural barriers that inhibit RET implementation.

2. Introduction

We are a nation dependent on foreign oil and on other non-renewable energy sources, such as natural gas and coal. [Although the United States is the third largest producer of crude oil, nearly 55% of the oil that the U.S. depends on is imported; mostly from the Middle East.4 If the U.S. were to suddenly have all of its' oil supply cut off, (i.e. the oil embargo of 1973 and 19745) the U.S. would only have about 690 million barrels of oil saved in underground salt caverns along the Gulf of Mexico (approximately a 60-day supply) in the Strategic Petroleum Reserve (SPR).]6 Therefore, the U.S. economy is at risk. When foreign countries can set the price of the oil that Americans depend on for its' energy needs, Americans can suffer from ever increasing oil prices. In addition, when foreign countries can choose to cut off oil supply to the U.S. at any time, the U.S. economy could suffer a threatening recession or depression because there is currently no long-term renewable energy-supply capable of meeting the growing demands of its citizens.

The United States is heavily dependent on another non-renewable energy source; coal. With about 52% of energy in the United States coming from the combustion process of coal7, an increase in CO2 levels in the atmosphere is becoming a huge concern as it is linked to global warming. Global warming poses devastating threats to the world as temperatures rise, weather patterns change, ice caps melt, coastlines and surrounding communities experience flash floods (i.e. Hurricane Katrina), natural habitats are
destroyed (increasing extinction probabilities for endangered species) and humans face greater health and security risks. CO2 and other toxins emitted during the combustion process of coal pose serious risks to human health because of the increase in GHGs and other pollutants in the air we breathe. GHGs, such as CO2, trap and subject humans to more intense and harmful UV rays which can cause severe burns and skin cancer or even death when natural disasters, such as flash flooding, occur.

The U.S. must make an effort to decrease our foreign dependency on oil. This will decrease consumer prices and other threats to the U.S. economy. The U.S. must also reduce their dependency on other non-renewable energy sources so that the affects of global warming and other associated health risks will also be reduced. Implementation of RETs across the nation can provide a solution to this problem. The U.S. needs to determine a method for implementing RETs that will work.

The Federal Government is trying to regulate non-renewable energy consumption by implementing policies that require federal government agencies and buildings to increase their use of RETs. The NPS is a federally funded organization and therefore must adhere to federal regulations regarding dependency on RETs. Due to the great magnitude of visitors that National Parks receive each year, they have become a prime target for marketing RETs because they can set an example for everyone to see. Unfortunately, the process of implementing RETs and increasing renewable energy usage has been slow. Barriers exist that inhibit the implementation process, thus prolonging the continued dependency on non-renewable energy. The objective of this study is to determine if any of the barriers for implementing RETs in National Parks in the PWR can be validated for National Parks along the East Coast by comparing the attributes of parks
with and without RETs in both regions. This information will be useful to the federal
government when they are trying to develop a national energy policy with regards to RET
implementation as they will have a better understanding of what barriers exist and how
that will affect their targeted renewable energy dependency goals. They may even be
able to incorporate steps for overcoming individual barriers into the actual policies which
could theoretically reduce the number of entities that claim exemption instead.

3. Background

Section 203 of EPACT [2005] requires Federal buildings and agencies to use
renewable energy. EPACT further defines this requirement by demanding all Federal
agencies to be 3.0% dependent on renewable energy by 2007, and 7.5% dependent on
renewable energy by 2013. Unfortunately the same section of the EPACT allows for
Federal government agencies to merely meet these requirements “to the extent
economically feasible and technically practical”. This means that if there are natural
barriers that inhibit the implementation of RETs then an exemption claim can be made
removing the responsibility of a federal building or agency from having to meet the 2005
EPACT requirements. This study believes that this is the case with certain areas of the
NPS. This project is designed to determine what barriers may be validated along the East
Coast region so that there may be a better understanding of what is causing NPS areas to
claim exemption from EPACT requirements.

The wording of EPACT leaves a lot of room for national parks to avoid
implementing RETs. There is no specific definition of what constitutes valid barriers for
implementing RETs. Theoretically, NPS areas could find many different reasons why it
wouldn’t be economically feasible or technically practical for an area to meet the
requirements of EPACT. This does not necessarily mean that the NPS is not in favor of RETs. It simply means that it may be very difficult or even impossible for them to implement the required RETs under their specific set of circumstances and therefore it may be easier and smarter for them to find a reason to fall under the “exemptions” of EPACT. A detailed policy that could identify these barriers on a case by case basis, and could incorporate them into the policy along with steps to overcome them, could potentially allow a greater number of national parks to meet the full requirements of EPACT. This would be a progressive step towards preserving our national environment by keeping it clean and safe. It would also help secure our economic growth by reducing our dependency on foreign oil. “The immediate effects [of RET implementation] include rapidly declining costs, impressive technology advances, and growing economic power and broad-based political support, which in turn are leading to further policy reforms and even faster growth.” (Steffen, 2006). Thus, preserving our natural resources and producing cleaner, cheaper energy would also allow us to be more competitive in the global market.

The prior research [Green, 2006] conducted in the PWR found that the NPS operates as an agency and therefore the agency, as a whole, is responsible for meeting the requirements of EPACT. This means that some areas of the NPS do not have to use RETs as long as other areas make up for it. Thus, the NPS’ overall dependency on renewable energy may meet the EPACT requirement, but any policies with goals that were hoping or intending to get each NPS area to implement RETs would prove unsuccessful. Hopefully the research will give decision makers a way to rewrite the policy to require each individual NPS park to implement RETs. With a larger number of
park services exhibiting RETs, hopefully a greater proportion of the public will learn about RETs and choose to use them as well.

Executive orders similar to EPACT have been issued regarding renewable energy dependency, but the policies can be rewritten to incorporate and provide procedure for overcoming specific barriers in individual locations. A few of these regulations are seen in *Executive Order 13123* and the Department of the Interior's *Buildings/Facilities Energy Management & Water Conservation Plan*. Section 204 of EPACT established a program with the objective of installing PV systems on Federal Buildings by 2010. "The Green Energy Parks Program (GEPP) in 1999 was created through an agreement between the DOI and DOE to further goals of public education, use of sustainable energy sources and environmental protection. It was proposed to save energy costs and taxpayer dollars, reduce air pollution, reduce dependence on foreign oil, create jobs, encourage technological innovation, transform the marketplace, and enhance park visitor experience" (Memorandum, para.11) (Green pg 22).

4. Methodology

In order to keep my work consistent with that of prior research [Green, 2006], some background information regarding the prior research is applicable. RETs refer to technologies that harness energy from the sun and the earth to generate electricity; they include solar (photovoltaic systems), wind (wind turbines), geothermal, and micro-hydropower technologies. "Renewable energy sources are clean and essentially inexhaustible. Photovoltaic systems use photovoltaic solar cells to convert the energy from sunlight directly into electricity. Wind turbines capture the wind's energy with propeller-type blades to produce electricity. Geothermal energy technologies harness
the earth’s heat for various uses; they include geothermal heat pumps, direct applications, and electricity production technologies. Micro-hydro systems are hydropower systems up to 100 kW in size where flowing water, from streams or other water sources, is captured to create electricity” [Green, 2006]. Fuel Cells are an alternative to conventional energy. “Fuel Cells use hydrogen – or a hydrogen-rich fuel such as methane- and oxygen to create electricity where the only byproducts are heat and water. Although fuel cells are not necessarily renewable, fuel cells can be considered an RET when the hydrogen used is produced from renewable energy.” [Green, 2006]

Previous research [Green, 2006] has taken an in depth look at barriers for implementing RETs in NPS areas in the PWR of the United States. I will expand the research onto the East Coast of the United States by attempting to validate barriers in the East Coast region. I will look at which NPS areas do not have RETs and compare their characteristics with those found in similar areas in the PWR areas. If the attributes are similar, then we can claim that the barriers validated in the PWR are also valid in the East Coast region. If the characteristics are determined to be different, we can hypothesize why that is and determine if the research is inconclusive or if the barrier cannot be validated in the East Coast region. I should also be able to hypothesize which national parks would be considered good candidates for implementing RETs based on the absence of any common barriers. This study could also create a foundation for future research as procedures for overcoming any of the discovered barriers could later be defined.

“The PWR accounts for over 50 areas (national parks, monuments and historic sites), encompasses 12 million acres of land and hosts 20% of National Park visitors. The region has considerable amounts of solar, geothermal and wind resources.” [Green, 2006]
The East Coast, by its geographic location, differs from the PWR. Differences in geographic location could mean differences in weather patterns, types of energy used, resources available, associated costs, etc, and can therefore create differences in results found in the study. I am going to define the East Coast as all of the original 13 colonies (New Hampshire, Massachusetts, Rhode Island, Connecticut, NY, NJ, Delaware, Maryland, Pennsylvania, Virginia, North Carolina, South Carolina and Georgia), all other states actually touching water on the East Coast (Maine and Florida) and any other entity encompassed by these 15 states (Vermont, Washington D.C.). Under this definition, the East Coast accounts for 160 areas.

In the 2007 Greenbook12 (a government published table filled with statistical information on nearly all NPS areas), the Department of Interior (DOI) summarized and published data for 122 of the 160 previously defined, East Coast areas while 38 of them were not reported on. Based on this data, the DOI reports that the East Coast accounts for a little over 30% of NPS full time employees (FTEs), about 35% of the overall NPS budget, around 40% of NPS area visitors and around 5% of the gross NPS area acreage (4 million). These percentages do not reflect the areas included in the East Coast that the DOI did not report in the 2007 Greenbook. Therefore, the actual percentages should be higher than what is reported above.

Some of the different barriers validated in the PWR include the size of the NPS area, the number of visitors that area gets, their budget, how many people work there, whether or not it’s a historic site, and whether or not they collect fees. These statistics, as well as some other information, can all be found in the 2007 Greenbook. These statistics are shown in the following tables.
Table 4.1 East Coast Summary Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE (FY05)</th>
<th>Budget ($000) (FY05)</th>
<th>Visitors (FY05)</th>
<th>Gross Acreage (FY05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Coast Total</td>
<td>4917</td>
<td>$358,128</td>
<td>107984352</td>
<td>4037173</td>
</tr>
<tr>
<td>NPS Total</td>
<td>16153</td>
<td>$1,028,690</td>
<td>273417178</td>
<td>84552321</td>
</tr>
<tr>
<td>East Coast Percent of NPS</td>
<td>30.4%</td>
<td>34.8%</td>
<td>39.5%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

(Excluded Areas)

Due to the incredible number of areas in the East Coast region, the number of areas analyzed in this project will be reduced using a random sample. To get the random sample, the data for the 122 NPS areas will be placed in a bar chart based on FY05 budget data. This way we can get an overall look at what the budget range for the East Coast NPS areas is. The graph is below:

Figure 4.1 Overall Budgets for East Coast NPS Areas
Based on the graph, I decided to break down the parks into categories. It appears the budgets range anywhere from $100,000 to $21,000,000. A good proportion of parks have budgets under $5,000,000. There seems to be a jump right around that mark up to $10,000,000. Then there are a few park budgets that range well over $10,000,000. For this reason I am going to split up 122 parks into 3 groups. The group “small” includes 101 NPS areas. The group “medium” accounts for 14 NPS areas. The group “large” accounts for 7 NPS areas. Since there were only 7 NPS areas in the large group, I decided to use 5 of them that I was able to gather information for. I also took 5 from the medium range, and 5 from the small range for a total of 15 NPS areas. The 5 NPS areas I got from the small and medium ranges were done by random sampling using the random generation function in Excel. Excel assigned each NPS area in these categories a number and I chose the smallest 5 numbers in each category to achieve 15 NPS areas total.

The NPS areas that were randomly selected for the sample set were Cape Hatteras National Seashore Everglades National Park, Independence National Historic Park, Congaree National Park, Shenandoah National Park, Saint Paul’s Church National Historic Site, Ninety Six National Historic Site, Saugus Iron Works National Historic Site, Franklin Delano Roosevelt Memorial, Colonial National Historical Park, Cape Cod National Seashore, Boston National Historical Park, Chesapeake & Ohio Canal National Historical Park, National Mall and Gateway National Recreation Area.
Figure 4.2 Budget Statistics for East Coast NPS Area Sample Set

Figure 4.3 East Coast Budget Classifications
[Green] also differentiated between national parks with RETs and national parks without RETs. That way it is easier to see which characteristics are consistent in parks with and without RETs. The previous research defined all NPS areas with RETs smaller than 1kW as not having RETs. Therefore, an NPS area was only considered to have RETs implemented if it has RETs greater than 1kW. Due to the relatively small sample size, for this project, any park in the East Coast region with RETs greater than 0kW will be considered to have RET’s implemented.

Through a series of phone calls, emails, and web searches, this additional data was collected from individual NPS area personnel. That is, facilities maintenance managers and other park personnel in chosen NPS areas were contacted through email first, and then by phone to determine what RETs exist in their area and what size system (kW) it is. Additional questions were asked through email or over the phone to gather any information that the 2007 Greenbook or the NPS website\textsuperscript{13} did not provide. Once the data was collected, graphs, charts, and statistical data were analyzed to determine if the barriers validated in the PWR could also be validated on the East Coast.

Initially, EXCEL was used to compare each attribute to one another using the Pearson’s Correlation function. Each attributes was individually compared to one another so their relationships could be shown. Next, bar charts were produced that compare the averages and medians of each attribute according to NPS areas with RETs versus NPS areas without RETs. Therefore, the NPS areas were first grouped based on whether or not they had RETs. Five parks had RETs and ten parks did not have RETs. Histograms and normal plots were created for each of the attributes to look at the distribution of the data set and to test for normality. Then the averages and medians of
each attribute for both groups were calculated and displayed in graphical notation. In addition, a two-sample t-test comparing the means of each attribute (assuming equal variances) was performed to mathematically denote the relationship between NPS areas with RETs versus NPS areas without RETs. Lastly, bar charts were created that, A) Compared the percentage of NPS areas with RETs that were historic versus non-historic and B) Compared the percentage of NPS areas with RETs that collect fees versus NPS areas with RETs that do not collect fees. The tables, graphs and t-test results are provided below:

5. Results

The first table shows the Pearson’s Correlation (R) of each attribute with another. In the second table the $r^2$ values were calculated to further define how much variability in the data can be explained by the model that compares them.

Table 5.1 Pearson Correlation

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Acreage</th>
<th>Visitation</th>
<th>Budget</th>
<th>FTE's</th>
<th>Historic</th>
<th>Collect Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acreage</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitation</td>
<td>-0.16</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>0.24</td>
<td>0.71</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE's</td>
<td>0.32</td>
<td>0.61</td>
<td>0.95</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historic</td>
<td>-0.30</td>
<td>-0.35</td>
<td>-0.25</td>
<td>-0.39</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Collect Fees</td>
<td>0.29</td>
<td>-0.28</td>
<td>-0.12</td>
<td>0.02</td>
<td>0.07</td>
<td>1.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Acreage</th>
<th>Visitation</th>
<th>Budget</th>
<th>FTE's</th>
<th>Historic</th>
<th>Collect Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acreage</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitation</td>
<td>0.02</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>0.06</td>
<td>0.51</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE's</td>
<td>0.10</td>
<td>0.37</td>
<td>0.89</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historic</td>
<td>0.09</td>
<td>0.12</td>
<td>0.06</td>
<td>0.15</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Collect Fees</td>
<td>0.08</td>
<td>0.08</td>
<td>0.01</td>
<td>0.00</td>
<td>0.01</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Based on the data, it appears that there is a good relationship between "Budget" and "Visitation", and between "Budget" and "FTE's". It is a positive relationship which means that as one attribute increases, the other attribute does too. A negative relationship, such as the relationship between "Historic" status and "FTE's" would indicate the opposite circumstance. A higher number represents a stronger relationship as compared to a lower number. Naturally, "1.00" represents a perfect relationship. A significant amount of variability (89%) can be explained in the comparison between "FTE's" and "Budget". Likewise, 37% of the variability in the data can be explained when comparing "FTE's" and "Visitation". In the rest of the relationships relatively little variability is explained in the data.

**Figure 5.1 Histogram of Data: Acreage, Visitors, Budget, FTE**
The histograms of the data sets graphically denote that acreage and visitors have less of an even distribution as budget and FTEs as they are not as symmetrical in shape. Budget and FTEs histograms prove to have a relatively more symmetrical distribution across the entire range of values.

Using the normal plots we can determine which data sets have a normal distribution using a statistical analysis of the p-value. We would use a null (Ho) and an alternative (Ha) hypothesis to define our test and then use the p-value to interpret the results. Ho: The distribution is normal. Ha: The distribution is not normal. We are testing our hypothesis at the 95% level of significance. Therefore, any p-value below or equal to 0.05 allows us to reject the null hypothesis and any p-value above 0.05 results in a failure to reject the null hypothesis. The p-values for acreage and visitors are both less than 0.005. Therefore, in both cases, we reject the null hypothesis at the 95% level of
significance and conclude that there is sufficient evidence to support the claim that the distribution is not normal. This means that we cannot assume that results that are gathered using these two sample sets are valid. This could prove problems down the road for any conclusions that are to be drawn.

The p-values for budget and FTEs are 0.064 and 0.224 respectively. These are both greater than 0.05 and therefore we fail to reject the null hypothesis at the 95% level of significance. We can conclude that there is insufficient evidence to claim that the distribution is not normal for these two data sets. Therefore, we can assume any results gathered from using these two data sets are valid.

The 95% confidence intervals are included on each normal plot to graphically denote which values fall in the interval and which values do not.

**Figure 5.3 Average Acreage RET vs. No RET**

Based on the chart that compares average/median acreage of NPS areas with RETs versus NPS areas without RETs, we can see, graphically, that parks with RETs
generally have a significantly greater amount of land. However, Everglades National Park skews this average tremendously as it is significantly larger in acreage than all of the other parks. In this case, comparing the medians of the data sets would prove useful.

We can see that the median acreage for parks with RETs is significantly larger than the median for parks without RETs. Parks with RETs center on a median value of approximately 31,000 acres while parks without RETs center on a median value of approximately 4,000 acres.

Table 5.2 T-Test Acreage

<table>
<thead>
<tr>
<th></th>
<th>Gross Acreage (FY05)</th>
<th>Gross Acreage (FY05)</th>
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<td>Mean</td>
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<td>Variance</td>
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<td>Observations</td>
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<tr>
<td>Pooled Variance</td>
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<td>df</td>
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<td>P(T&lt;=t) one-tail</td>
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</tr>
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<td>t Critical two-tail</td>
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The two-sample t-test produces a p-value that will either support or discredit any similarities in the sample sets regarding the means. The test that is performed is a test to support whether or not a given hypothesis is true or if we lack sufficient evidence to support our hypothesis. In this case, the null and alternative hypotheses we will use are that Ho: μd = 0, and Ha: μd ≠ 0. This means that null hypothesis suggests that there is no difference between the means of the two sample sets (parks with RETs and parks without RETs) or, in other words, that they are equal. The alternative hypothesis, Ha, suggests that the difference between the means does not equal zero. In other words, the means are significantly different. The p-value that the t-test provides will tell us whether or not we
can accept or reject the null hypothesis at whichever level of significance we choose, and whether or not we have sufficient evidence to support the alternative hypothesis. For this analysis, we are using a 95% (p ≤ 0.05) level of significance.

In this case, in a two-sample t-test of the average acreages of parks with RETs (first “gross acreage” column) and parks without RETs (second “gross acreage” column), the result is a p-value of 0.107. With a 5% level of significance, any resulting p-value less than or equal to 0.05 supports the alternative hypothesis and we reject the null hypothesis, and any p-value higher than 0.05 suggests we have insufficient evidence to support the claim made by the alternative hypothesis and we fail to reject the null hypothesis. In this case, we lack sufficient evidence to support the claim that the difference between the average acreages of parks with RETs, and parks without RETs, is zero. This can be due largely to the small sample size. However, the 95% confidence interval for the difference of the means is (-84891, 769796) [Minitab] and zero is included in the interval. This means that we are 95% confident that there is no difference or that the difference is zero.
The chart above compares average/median, annual, visitation between parks with RETs versus parks without RETs. The average, annual, visitation for parks with RETs was 1,901,818 for this sample set. The average, annual, visitation for parks without RETs was 3,765,206. This means that there are a greater number of visitors, on average, attending parks without RETs than parks with RETs.

**Table 5.3 T-Test Visitation**

<table>
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<th>Visitors (FY05)</th>
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<td>Mean</td>
<td>1901817.6</td>
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<td>t Critical one-tail</td>
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<td>t Critical two-tail</td>
<td>2.16036824</td>
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In the two-sample t-test that compares the average annual visitors to parks with RETs and the average annual visitors to parks without RETs, we denote the following hypothesis: \( H_0: \mu_d = 0, \; H_a: \mu_d \neq 0 \). The resulting p-value is 0.38. This means that we fail to reject the null hypothesis at the 5% level of significance and conclude that there is insufficient evidence to support the claim that the difference between the average annual visitation to parks with RETs and Parks without RETs is not zero. The 95% confidence interval for the difference of the means is (-6288716, 2561940). Zero is included in the interval which means we are 95% confident that there could be no difference.

**Figure 5.5 Average Budget RET vs. No RET**

![Average Budget Chart](image)

The above chart describes the average/median budgets of parks with RET systems and parks without RET systems. According to the results, the average budget for parks with RET systems is approximately $11.1 million and the average budget for parks
without RET systems is approximately $7.4 million. This would support the theory that parks that have RET systems generally have a larger overall budget.

Table 5.4 T-Test Budget

t-Test: Two-Sample Assuming Equal Variances

<table>
<thead>
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<tr>
<td>t Critical two-tail</td>
<td>2.16036824</td>
<td>2.16036824</td>
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The t-test that compares the average budgets for parks with RET systems and parks without RET systems produces a p-value of 0.41 and a 95% confidence interval of (-5572, 12953). This means that we fail to reject the null hypothesis and conclude that there is insufficient evidence to support the claim that the difference between the average budgets for parks with RET systems and parks without RET systems is not zero.
Figure 5.6 Average FTE’s RET vs. No RET

This chart compares the average number of full time employees at parks with RET systems and parks without RET systems. The average number of full time employees at parks with RET systems is approximately 153 and the average number of full time employees at parks without RET systems is approximately 98. The median for parks with RET systems is significantly higher than the average which means that the data could be skewed due to an extreme outlier. In this case, it is apparent that Congaree National Park has only 14 FTE’s and brings the average number of full time employees for parks with RET systems down significantly.
Table 5.5 T-Test FTE

<table>
<thead>
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<th></th>
<th>FTE (FY05)</th>
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<td>97.6</td>
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The t-test comparing the means for full time employees produces a p-value of 0.32 and a 95% confidence interval of (-60.6, 170.6). Again, we fail to reject the null hypothesis at the 5% level of significance and conclude that there is insufficient evidence to support the claim that the difference of the means of full time employees at parks with RET systems and parks without RET systems is not zero.

Figure 5.7 Parks with RET Historic vs. Non-Historic
The graph above accounts only for parks with RET systems and compares whether or not they are historic. This graph is generated to compare whether or not a park that is labeled historic creates any barrier for implementing renewable energy technology. The results conclude that, out of 5 parks, 20% were historic, whereas 80% were non-historic.

**Figure 5.8 Parks with RET Collect Fees vs. No Fees**

The second graph (above) compares parks that have RETs according to whether or not they collect fees in order to see if collecting fees creates any type of barrier for implementing RETs. The results indicate that 60% of the 5 parks that have RET systems collect fees and 40% of the parks do not. Cape Hatteras collects fees for entrance to various sections ranging from about $3 to about $30 depending on your age and what you want to do (i.e. clime the lighthouse, camp, or take a tour). Everglades National Park collects fees ranging from $5 to $200 for entrance (on foot or by vehicle), for camping, and for tours (price varies depending on size of tour). Shenandoah National Park collects annual pass fees ranging from $30 to $80. They collect entrance fees ranging from $5 to
$25 (depends on whether or not you enter by foot, motorcycle, car/van etc.) and they collect tour fees ranging from $25 to $200 (depending on the number of people).

6. Comparisons: EAST COAST and PWR

[Green] created the same type of Pearson's Correlation chart. The results also proved that "budget" vs. "visitation" as well as "budget" vs. "full time employees" had the two highest correlation coefficients. Similarly, her results indicated negative correlations between "historic" status and all other attributes. The only difference was that the PWR found a positive correlation between "Collect Fees" vs. "Visitation" and "Collect Fees" vs. "Budget" where as my results proved a negative relationship. However, the correlation itself was extremely weak and considerably insignificant.

Of greater note, when comparing parks with RET systems and parks without RET systems, most of the PWR t-tests proved statistical insignificance. Similarly, my t-tests proved the same. A resulting t-stat of 1.96 would prove statistical significance at the 95% level, however, most of my t-tests failed to produce a resulting t-stat that great in magnitude. A two sample t-test of the means of average acreage produced an approximate t-stat of 1.73; [visitation, -0.909]; [budget, 0.86]; [FTE’s, 1.028]. In addition, I lacked sufficient evidence to support the claim that the mean difference of any attribute (comparing parks with RET systems to parks without RET systems) was anything other than zero. Thus, I could not statistically prove that there was a significant difference in the averages.

Data from the PWR did show that the sample of parks in the PWR that had instances of RET systems had overall higher average budgets, acreage, and full time employees. Similarly, my graphs proved the same result in all three categories. Parks
with greater overall acreage, more employees, and a larger budget tend to have greater instances of RETs.

Another similarity can be seen in the results of the PWR graphs that compared parks with RET systems according to fee collection and historic status. In the PWR a greater percentage of parks that had instances of RET systems had both collected fees and were of non-historic status. This was the same result for the sample of parks that were analyzed in the East Coast Region.

The only surprising result was seen in the graph of average visitation between parks with RET systems and parks without RET systems. Parks without RET systems had a greater overall average annual visitation statistic than did parks with RET systems. An analysis of this result will be done in the conclusion.

7. Conclusion

The following results were found for the PWR: [Green p.88-89]

"The results validate the findings of Section 4.4, that funding, staff, visual and Historic resource issues are of central barriers to using RETs in the parks:

- Parks that do not collect fees—and therefore are denied a discretionary budget and parks with lower budgets are less likely to have RETs, supporting the perception that funding and initial cost are significant barriers.
- Parks with RETs have far more FTEs, supporting the perception that staff availability and staff expertise are barriers of importance, as parks with more FTEs not only have more staff available, but staff is more highly specialized.
- Parks with RETs on average have hundreds of thousands more acres than do parks without systems, supporting the perception that visual quality concerns and
that any valid results could be drawn from them. Therefore, it makes it extremely difficult to prove statistically that these barriers are validated for the East Coast region even though they were in the PWR.

Based on this conclusion, I would hypothesize that the extremely small sample size ultimately inhibited the ability of this study to statistically prove that these attributes were valid barriers in the NPS East Coast region. With more parks in the sample size, the distributions would hopefully become more normal and valid results could be concluded. With more time and a greater sample size it would be reasonable to hypothesize that some of these barriers would prove to have greater statistical significance with regards to their effect on RET implementation.

Using the attributes that we found to be more “consistent” with NPS areas in the East Coast that have RETs we could hypothesize that Gateway National Recreation Area is a great candidate for RETs. The only thing Gateway does not do is collect fees. All of the other attributes would hypothetically make it a prime location for RETs. In addition, the National Mall, which is made up of NPS areas in various locations, is a good candidate but is small (in terms of acreage) and is not capable of hosting large RET systems that take up a lot of room. The Chesapeake & Ohio Canal National Historic Park is a good candidate but is of historic status and therefore runs into barriers that deal with preservation and aesthetics. Shenandoah National Park has a small RET system. However, based on the characteristics of their park, they should be capable of implementing a much larger system. They have all of the characteristics a potential candidate for RET implementation should have.
The rest of the parks don't have the right combination of attributes to be deemed good candidates. They would most likely fall under the exemption clause in the 2005 EPACT since it is not practically, or technically, feasible for them to implement RETs based on their current situations. It is important to realize that even the smallest RET systems have a positive impact on the environment and small contributions by many different NPS areas can make a significant contribution towards the goals of the 2005 EPACT. Each individual NPS area must experience a positive change in order to get RET systems implemented in more locations. Otherwise, the minority of NPS areas with the larger systems will continue to make up for the majority of NPS areas that lack RET systems. Eventually, they will reach their maximum capacities to do this as the standards for RET dependency continue to rise. The overall result could be a failure in the ability of the NPS to keep up with the policy which means more exemptions, extended deadlines, and unsuccessful policies. The United States government needs to consider this when instituting the policies that set standards for RET dependency. If policies do not consider each parks' actual attributes as possible barriers to implementing RET systems, then a feasible design that supports RET implementation may not be found.
8. References


## Cape Hatteras National Seashore
- **RET Size (Kw):** 2.5
- **RET:** Yes
- **FTE (FY15):** 2.5
- **Budget ($000) (FY15):** 1121
- **Visitors (FY15):** 7170
- **Gross Acreage (FY15):** 2567784
- **0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee:** 0

## Everglades National Park
- **RET Size (Kw):** 2.6
- **RET:** Yes
- **FTE (FY15):** 2.6
- **Budget ($000) (FY15):** 217
- **Visitors (FY15):** 15086
- **Gross Acreage (FY15):** 1220797
- **0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee:** 0

## Independence National Historical Park
- **RET Size (Kw):** 302
- **RET:** Yes
- **FTE (FY15):** 302
- **Budget ($000) (FY15):** 221
- **Visitors (FY15):** 21856
- **Gross Acreage (FY15):** 4051711
- **0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee:** 0

## Carl Sandburg National Park
- **RET Size (Kw):** 0.08
- **RET:** Yes
- **FTE (FY15):** 0.08
- **Budget ($000) (FY15):** 0
- **Visitors (FY15):** 14
- **Gross Acreage (FY15):** 9766
- **0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee:** 0

## Shenandoah National Park
- **RET Size (Kw):** 73.049
- **RET:** Yes
- **FTE (FY15):** 73.049
- **Budget ($000) (FY15):** 152.6
- **Visitors (FY15):** 11137.8
- **Gross Acreage (FY15):** 1901811.6
- **0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee:** 0

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<th>Visitors (FY15)</th>
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- **Area**: RET
- **Area**: Analytical Size (Kw)
- **Area**: FTE (FY15)
- **Area**: Budget ($000) (FY15)
- **Area**: Visitors (FY15)
- **Area**: Gross Acreage (FY15)
- **Area**: 0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee

## Attributes

### Attribute
- **Attribute**: Acreage
- **Attribute**: Visitors
- **Attribute**: Budget ($000)
- **Attribute**: FTE's

## Attributes

### Attribute
- **Attribute**: 0-No Historic: 1-Historic: 0-Yes Fee: 1-No Fee

## Attributes

### Attribute
- **Attribute**: Cape Hatteras
- **Attribute**: Everglades
- **Attribute**: Independence
- **Attribute**: Carl Sandburg
- **Attribute**: Shenandoah

## Attributes

### Attribute
- **Attribute**: Historic: Non Historic
- **Attribute**: Collect Fees: No Fees

---

**Table 8.1 Excel Spreadsheet**
Table 8.2 MINITAB T-Test Output:

**Two-Sample T-Test and CI: Acreage (RET), Acreage (No RET)**

<table>
<thead>
<tr>
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<th>N</th>
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<th>StDev</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
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<td>Acreage 5</td>
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<td>353099</td>
<td>650693</td>
<td>290999</td>
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<tr>
<td>Acreage 10</td>
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<td>10646</td>
<td>14846</td>
<td>4695</td>
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</tbody>
</table>

Difference = μ Acreage (RET) - μ Acreage (No RET)
Estimate for difference: 342452
95% CI for difference: (-84891, 769796)
T-Test of difference = 0 (vs not =): T-Value = 1.73 P-Value = 0.107 DF = 13
Both use Pooled StDev = 361151

**Two-Sample T-Test and CI: Visitors (RET), Visitors (No RET)**

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<th>Mean</th>
<th>StDev</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors 5</td>
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<td>1590638</td>
<td>711355</td>
</tr>
<tr>
<td>Visitors 10</td>
<td>10</td>
<td>3765206</td>
<td>4367888</td>
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</tr>
</tbody>
</table>

Difference = μ Visitors (RET) - μ Visitors (No RET)
Estimate for difference: -1863388
95% CI for difference: (-6288716, 2561940)
T-Test of difference = 0 (vs not =): T-Value = -0.91 P-Value = 0.380 DF = 13
Both use Pooled StDev = 3739874

**Two-Sample T-Test and CI: Budget $000 (RET), Budget $000 (No RET)**

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<th>StDev</th>
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<td>11138</td>
<td>7835</td>
<td>3504</td>
</tr>
<tr>
<td>Budget $10</td>
<td>10</td>
<td>7447</td>
<td>7825</td>
<td>2474</td>
</tr>
</tbody>
</table>

Difference = μ Budget $000 (RET) - μ Budget $000 (No RET)
Estimate for difference: 3690
95% CI for difference: (-5572, 12953)
T-Test of difference = 0 (vs not =): T-Value = 0.86 P-Value = 0.405 DF = 13
Both use Pooled StDev = 7828

**Two-Sample T-Test and CI: FTE (RET), FTE (No RET)**

<table>
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<th>N</th>
<th>Mean</th>
<th>StDev</th>
<th>SE Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE (RET 5</td>
<td>5</td>
<td>152.6</td>
<td>87.2</td>
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<tr>
<td>FTE (No) 10</td>
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<td>98</td>
<td>102</td>
<td>32</td>
</tr>
</tbody>
</table>

Difference = μ FTE (RET) - μ FTE (No RET)
Estimate for difference: 55.0
95% CI for difference: (-60.6, 170.6)
T-Test of difference = 0 (vs not =): T-Value = 1.03 P-Value = 0.323 DF = 13
Both use Pooled StDev = 97.7
9. Citations

McKenzie Prize for Writing in the First-Year

The next prize -- in both first and second places -- is being given for only the second time today and has been made possible by the generosity of RIT Provost and Chief Academic Officer, Dr. Stan McKenzie. Himself an RIT professor for over 40 years, Dr. McKenzie took on a new RIT mission in 1994 when he was named Provost and Vice President for Academic Affairs. Now that he is stepping down from the Provost's position, he is looking forward to re-joining his colleagues in the Department of English and teaching his favorite Shakespeare courses. Perhaps next year, one of his students will be standing here receiving the Kearse Award in literature! I'd like to invite Dr. McKenzie to say a few words about the award, and ask that Andy Perry and Sueann Wells, the two faculty members whose students are the recipients of the McKenzie Prizes for Writing in the First-Year, join him to make the awards.
It’s a pleasure and an honor for me to introduce Mr. Rob LiVolisi, this year’s First Place recipient of the McKenzie First-Year Writing Prize.

Ironically, Rob describes himself as a mediocre writer in high school, regularly struggling to meet deadlines and what he calls, “The minimum requirements of his writing classes.” For Rob, opening up the flow of words was always challenging. Without a doubt, he has found his voice.

His writing is confident and accessible. In his essay entitled, “The Consumer Generation: Advertising’s Youngest Audience,” he cautions in his conclusion: “And so be warned of the dangers of advertising, especially when the target audience is your children. Even I myself, when I took a break from this essay, left my desk with a jingle in my head and a distinct taste in my memories. Shortly before finishing this, I walked down to the Corner Store and bought myself a box of Lucky Charms.”

It is also thought provoking. In “Thinking Vertically: Depth in a Lateral World,” he argues: “The rise of education and the spread of information has allowed for an age where such knowledge and skills are available to all who seek it. Let’s just remain conscious of our inner depth as well, so we’ll know where to find meaning in ourselves.”

As far as words of wisdom for other aspiring academic writers, Rob says he has “no idea.” He advises nailing down a reliable prewriting process and then simply
putting in the effort. I’m pleased that his work will be included in the College of Liberal Arts’ annual collection of award-winning student writing. It needs to be shared with others as a clear example of outstanding writing.
The Consumer Generation: Advertising’s Youngest Audience

The other day while relaxing in my floor lounge, I was bouncing essay ideas off a few friends when a familiar theme started playing on the television. “Hearts, stars, and horseshoes!” A cartoon leprechaun runs frantically around a fantasy world full of sugar and rainbows as young adventurers pursue him for his Lucky Charms. “They’re magically delicious!” refrains, and the commercial familiar to the ears of any avid cereal eater fades out. In a time span of less than twenty seconds, I was reminded not only of one of my own favorite breakfasts, but the distinct taste and texture of the product itself. Like magic I was flooded by nostalgic memories of my childhood, deeply entwined in the commercialism prevalent since the dawn of the T.V. era.

We all have vivid memories of hundreds, if not thousands, of classic commercials and catchy jingles that have been engrained into us since birth. Every day we are bombarded by dozens of marketing campaigns that have been designed and engineered to specifically appeal to our age, gender, personality, or any other trait by which we define ourselves. However, we are most influenced not by the media we encounter as adults, but by the media we grew with during the time when we were most impressionable, our childhood. Because childhood is also the time we are most vulnerable and also trying to find our own identity, it is important to consider how an increasingly commercialized world affects not only ourselves, but also today’s youth. How do advertisements specifically target children? Why are children specifically targeted? What can be done to prevent brainwashing an entire generation?

One of the key ways advertisers hook their young audience is by associating a product with a sense of reward. Often, a product alone might not be enticing enough to warrant
excitement on its own. In this case, a regular sales pitch may be directed toward the parents, but the "hook" is left for the child. For example, Huggies Pull-Ups might be directed toward parents as a great method for bathroom training toddlers, but to encourage interest in and invoke a sense of reward from the toddlers themselves, all Pull-Ups commercials end with the catchy jingle "I'm a big kid now." Likewise, advertisers may try to increase the appeal of a toy by making it seem like a replacement for a chore. During the commercial for an educational video game system, a mother can be heard saying, "You can't go to bed until you play your video games," among other similar phrases, much to the surprise of her young children. The main audience of the advertisement is parents, but the gratification is demonstrated for their children.

Another method is to associate a product with a character or role model that children may identify with. Virtually every kids' cereal features bright, colorful cartoon characters that will appeal to a child's sense of imagination. Children almost always accompany the character, who either advises them about the product, or demonstrates a desire for the product. Trix the Rabbit always tries to obtain a bowl of Trix, but fails every time, only to be given the reason, "Trix are for kids." Tony the Tiger hands everyone a bowl of Frosted Flakes while reassuring that "They're great!" In both cases, kids are being informed about what they should like and eat by characters that seem very real to them. Even more alarming, the concept extends further to real actors and actresses. Shows and movies like Hannah Montana or High School Musical attract not only a large young fan base, but also sell millions in DVD releases, iTunes exclusives, and miscellaneous merchandise. Media conglomerates like Disney are not only demonstrating to kids how to live their lives through their fictional settings, but also what they should be buying and what the average kid should want to own.
Finally, advertisers lead children to their products by demonstration and example. By showing young actors playing with and enjoying certain products, children from a very young age quickly learn that boys are supposed to like Hotwheels and action figures and that girls are supposed to like Barbie dolls and toy houses. The stereotypes of western society are not just created by the roles imposed upon us by familial and peer pressure, but also by the commercialism and consumer habits imposed upon us by mass media and corporate greed.

Advertisers use all of these tactics to target children because they are one of the largest consumer groups. Mom might not pick up a box of Trix on her own due to its high sugar content, but she might not hesitate either when her son demands it because Trix the Rabbit told him that’s what kids eat. At the same time, advertisers want to train children to become heavy spenders as they grow older. Dozens of accessories are sold for Barbie dolls with the hope that in a few years the girls who played with those toys will be buying their own makeup and accessories. Likewise they expect boys to progress from Leapfrog to Xbox and Hotwheels to real cars. Toys are really just another way to train sheep.

The best strategy against this marketing assault is education. It is unrealistic to expect lawmakers to restrict the marketing of products deemed “safe,” nor is it reasonable to assume advertisers would give up their right to free press or give up a large chunk of the consumer market. Instead, it is important that parents not impose stereotypes and marketing habits on their own children, and also inform their children of the deceptions of mass marketing as they grow older. Not all kids have to go cuckoo for Coco Puffs.

And so be warned of the dangers of advertising, especially when the target audience is your children. Even I myself, when I took a break from this essay, left my desk with a jingle in
my head and a distinct taste in my memories. Shortly before finishing this, I walked down to the Corner Store and bought myself a box of Lucky Charms.
17. Claire Franz (Prof. Sueann Wells) Claire Franz, a Physicians Assistant program student, excelled in Writing Seminar Fall quarter, critically analyzing literature and other written arguments, successfully formulating argumentative theses on the topics she chose, and proving these theses with a power, sophistication and eloquence that is to be applauded.

Claire is a student who is self-motivated, clear on her short- and long-term goals, and works hard to attain these goals. In our Writing Seminar section, 17 of the 19 students were in the PA program, and often came to my Friday morning writing class with an enormous Biology, Chemistry, and Ethics course weight on their shoulders from the past stressful week. While some of the students withered under this academic program pressure in their very first quarter at college, Claire maintained a positive, open-minded attitude in our class, offering sophisticated comments to our discussions, responding intelligently and impressively analytically to all written and oral prompts.

Exceptional analytical skills enabled Claire to meet and exceed our course expectations, being able to focus on solidifying an academic voice that will benefit her in all RIT course pursuits. Her meta-analytical skills and open-minded personality afforded her a significant opportunity of focusing on identifying and improving her written argument weaknesses. This constructively critical attitude sets her above the crowd, and her work should serve as an example of exemplary academic written argumentation.

“Looking Through a Magnifying Glass at Language,” only one of Claire’s exceptional pieces, analyzed how Lisa Suhair Majaj’s poetry and prose reflects and projects her identity as a writer, an American, and as a human, and allows all
readers to become enveloped in the artistry and beauty that is her written expression. Claire says she “loves to look beyond the literal meaning of an author’s words,” and this assignment (as well as others) “allowed” her to do just that. Claire’s piece stands as an exemplary example of rising above a literary piece to prove a more authentic, sophisticated, perhaps universal thesis. Through her work individually and as part of a peer review group, she developed a more solid sense of argument organization, and integration of textual materials to enhance her argument.

Claire Franz’s work ethic, critical analysis skills, and humble though confident openness to suggestions, make her a worthy recipient of the 2nd place McKenzie Prize.
Authors often write about what they have experienced in their lives. Some of their stories are tragic war tales filled with violence and devastation, while others describe romantic and heart-felt accounts of lovers wishing to escape the world together. Yet in each unique narrative, authors reveal their own points of view regarding the topics they are describing. Their individual perspectives are then interpreted by readers who may view the author’s work in a completely new light. Within Scheherazade’s Legacy, for example, the distinguished Arab-American scholar and author, Lisa Suhair Majaj, reveals through her extensive use of imagery and descriptive language in her works her perspective as an Arab and an American woman. Through her words, Americans become part of her audience and interpret her language in a way that connects reader and writer, for Majaj’s own viewpoint allows the two distinct worlds to unite. Thus, it is through the power and expression of language that ultimately lets writers describe the world around them and for readers to connect and understand the author’s words upon a page.

Scheherazade’s Legacy is one of many collections that focus on matters of perspective through the various techniques used in language. Lisa Suhair Majaj is an accomplished Arab-American writer, who has published various works in critical writing and poetry (Majaj 21). Born to a Palestinian father and an American mother, Majaj depicts to her audience through her words and expression of language in her poems how she is not simply an “Arab” or an “American,” but an elaborate combination of both worlds. In the first stanza of her poem “The Arab-American Woman Reads Poetry,” the audience before the Arab-American woman is depicted as a group of Americans who are observing her every move. “She is not what they
expected: / light hair and skin, unaccented speech. / They thought she'd be more—you know—
exotic” (Majaj 32). It is in this that Majaj reveals before her readers her authentic “American”
side within her writing. Just as the Arab-American woman steps upon the stage to receive blank
stares of confusion and curiosity concerning her appearance from the audience, Majaj also feels
as though she is on a stage obtaining stares of oddity from a nation that expects her to be of a
darker skin tone. Both the woman on the stage and Majaj view themselves as Americans despite
their lack of Arab “exoticness.” Through the eyes of the American crowd, the Arab-American
woman is supposed to be “exotic” and foreign-like, different from everyone else around her.

Yet, Majaj allows readers to connect to her words for every human being has a
background that is a complex arrangement of distinct ways of life. While the Arab-American
woman upon the stage is a medley of Arab and American cultures, the crowd before her is a
mixture of English, Dutch, Welsh, German, French, Irish, and many other unique backgrounds
that compose each individual, making them all out of the ordinary in one way or another. The
words Majaj uses convey to readers her perspective as a woman immersed in two discrete worlds
and explain how she does not belong to just one way of life. Thus, it is through Majaj’s use of
language and imagery within her poem that she reveals to readers her “American” side to the
world and how every person, whether upon the stage, or in the crowd, is a unique blend of
cultures that make the human race all “exotic.”

Nevertheless, Majaj’s powerful use of language throughout her poetry also reveals to
readers her true “Arab” side. Within the second stanza of “The Arab-American Woman Reads
Poetry,” the audience is portrayed as a group of Arabs anxiously awaiting the Arab-American
woman’s arrival to the stage as though she were a long lost friend. “She is what they were
waiting for—/ cousin, compatriot, fellow-traveler, / Arab resonances in a place far from home”
(Majaj 32). The Arabs within the audience recognize her as a sister they wish to reconnect with.
They watch her upon the stage with great care and concern for the words that stream from her mouth, for they believe she is solely a part of them and that her heart only belongs within the boundaries of the Arab world. Like the Arab-American woman upon the stage, Majaj also feels as though she belongs to the "cousin, compatriot" familiarity of her Arab background. The woman on the stage and Majaj both understand that part of their being belongs within the Arab world, for they know it is impossible to escape the roots that make them complete Arab-American women. The Arab crowd identifies with the Arab-American woman because they believe she speaks the truth.

However, Majaj permits readers to connect to her Arab world and discover the multiple backgrounds and diverse heritages that compose the foundation of all human beings. Just as the Arab-American woman walks upon the stage and is regarded as a "fellow-traveler" by the Arab audience, readers find that all walks of life are like "fellow-travelers," connecting the miniscule characteristics that compile their identity and make up their being. It is in Majaj's words that she portrays to readers how she is simply a beautiful combination of the Arab and American worlds. Her perspective is revealed through her extensive and descriptive use of language. She demonstrates how she is connected between the Arab and American ways of life as a traveler moving from one world to another, finding the elements that unite the human race. She is the Arab-American woman reading poetry upon a stage, an "exotic" human being and a distant "fellow-traveler" tying together the elements that compose her body and soul.

In addition, Lisa Suhair Majaj depicts an elaborate combination of both her American and Arab heritages to readers through her influential and strong use of language. Within the seventh stanza of the poem "The Arab-American Woman Reads Poetry," for example, Majaj describes to readers the feeling the Arab-American woman has about having more than one culture:

Two cultures can be lighter than one if the space between them

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the space they open up—is fluid, like a stream of light, or wind between two open hands, or the future, which knows how to change. (Majaj 33)

It is almost as if the Arab-American woman is too heavy if immersed in only one world, one sole way of life. In order to thrive, she needs to break down the source dividing her worlds and let each culture flow in and out of her being like water from a gentle stream. Then she will become a complete person, carrying the elements belonging to both worlds. The Arab-American woman knows she does not belong to one nation, one culture, or one distinct group of people. She is constructed from multiple components that together create a colorful human picture of different customs and traditions.

Hence, it is within Majaj’s language use that she uncovers to readers her distinctive perspective within her writing as both an Arab and an American woman. By allowing both cultures to act as water and flow into and out of her freely, she becomes one complete individual with her own unique set of values and traditions. It is in this kind of language that all people find they are constructed from more than one way of life. The human race is like the bottom of a river, a mixture of several different components that make up one world. Through Majaj’s use of language it is clear that in order to be united, the waters of various other cultures must flow into and out of our being. It is only then that we understand one another and realize that we are all a unique combination of cultures.

Through the experiences authors describe to readers in vibrant stories and sophisticated tales, the use of language is a critical element in determining who the authors are as individuals and how their stories connect to the lives of their readers. Without the powerful imagery, similes, and metaphors used within Lisa Suhair Majaj’s poetry, readers would be at a loss for her words and her perspective as an Arab-American woman would remain hidden. There would be
no connection between writer and reader and the various messages beneath the artistic characteristics of language would be useless. Language is what allows humans to unite with one another. Language is part of our lives. It is a part of our past, our present, and our future.

The final award of the day is the **Akyuz-Ozmen Award for Outstanding Achievement in Feminist Scholarship**. Initiated in 1997, the award is named for Su Akyuz and Aysegul Ozmen, RIT graduates in Computer Graphic Design, who won the 1996 Best of Show Award in the Adobe Flash Point Student Design Contest. Their feminist video, "Perception," was produced under the supervision of Prof. Tina Lent, College of Liberal Arts, and Prof. Bob Keough and Prof. Malcolm Spaull, College of Imaging Arts and Sciences. The Akyuz/Ozmen Award is funded by a grant from Adobe Systems Incorporated in recognition of their achievement.

18. **Jenny Hung (Prof. Tina Lent)**

Jenny Hung was a student in my Women and the Visual Arts course this past fall quarter. Her term paper, "Women of RIT during the Arts & Crafts Movement," was the outcome of a challenge I posed to a few selected art students to undertake an original research project focusing on art education for women. Specifically, working in conjunction with RIT Archivist Becky Simmons, I was interested to see what they could find in the RIT Archives about the evolution of art education for women at the Mechanics Institute in the early 20th century. None of the students had ever undertaken archival research projects before, nor were they accustomed to framing questions that could not easily be answered by published sources. In our first session in the archives, Jenny, a graphic media major, was particularly drawn to the arts and crafts influences we observed in the archival photographs of the ceramics studios, so she decided to pursue the development of that style at the Institute. The fact that most of the students shown in the studios were young women, was also a positive factor in her choice. Relying on traditional published
sources on the International Arts and Crafts movement, as well as on its
development in Upstate New York, to establish a framework for her research,
Jenny investigated a treasure trove of original photographs, yearbooks,
promotional materials, class schedules, memoirs, newspaper articles, and art
objects in the RIT Archives to develop a sophisticated narrative history of the
Mechanics Institute art program in the first decade of the twentieth century. Her
finished paper was thoughtful, scholarly, and well-written. More importantly, it
was an original contribution to a history of women’s education at RIT that has
received very little attention. In addition, Jenny’s focus on the role women played
as teachers at the Institute, as Rochester public school art teachers, and as workers
in various Rochester industries (for which their art education had prepared them),
situated her paper strongly within the traditions of feminist scholarship. Jenny’s
paper is truly an example of the extraordinary abilities of our undergraduate
students when creatively challenged in areas outside their major programs.
Women of Rochester Institute of Technology during the Arts and Crafts movement

This paper will explore the role of Rochester Institute of Technology, then known as the Mechanics Institute, during the advent of the American Arts and Crafts movement. The focus will then shift to the position and function of women in the developments of both the Institute and the Arts and Crafts movement. Largely overlooked in the construction of art history, women were promoters and practitioners of the Arts and Crafts, and were vital to the development and success of the movement.
England: the origin of the Arts and Crafts movement

In the mid-nineteenth century the Industrial Revolution came to be seen as making English art and life increasingly commercial and ugly. Social and industrial changes threatened traditional methods of craftsmanship with low-cost, inferior-quality, and monotonous mass production; and the effect of industrialization was the cluttering of homes with cheap and superfluous objects. In a time of rapid industrial expansion, the Arts and Crafts movement emerged as an effort to counter the social consequences of industrialization by attempting to re-establish what its members perceived to be the more humanistic values of pre-industrial times. Not only was it an artistic movement that sought an authentic and meaningful style, it was also a social movement comprised of populist ideals and socialist undertones.¹

More than any other individual, it was art critic and writer John Ruskin who had the greatest influence on public taste in Victorian England. He brought to society an awareness of the welfare of the workman as well as the nature and beauty of his work. Ruskin’s beliefs propelled many of the ideas behind the Arts and Crafts movement, but the critical link between Ruskin’s ideology and the Arts and Crafts movement was established by the design philosophy of William Morris and his firm, which became the chief influence on the development of the movement.²

Both Ruskin and Morris distrusted machines and industrial capitalism. The repetitive nature of factory work was criticized as being dehumanizing since it alienated workers from their own nature and deprived them of any satisfaction derived from their work. They called for a return to skilled production by hand, and advocated an art that would be available for the wide public, for they believed that art was a key to improving the conditions of the lower class. This

¹ Ludwig 13
² Ludwig 2–3
populist attitude carried over to the art produced by the members of the movement. Their works shared certain stylistic tendencies. Objects were based on natural, rather than artificial, forms. Repeating designs, vertical and elongated forms, and gothic influences were common. In rebellion against the Victorian style, artists placed emphasis on the harmony of interiors, the reduction of décor, and the clarity of line. They were dedicated to producing functional objects with high aesthetic value. High quality and honesty in materials and workmanship were crucial, thus objects were often left slightly unfinished to express the beauty inherent in craft, resulting in a certain rustic effect.

As the history of the Arts and Crafts movement is customarily taught, it was mainly Ruskin and Morris who had shaped the core philosophies of the movement. Apart from the history of its leaders, however, the success of the movement depended greatly on its adoption by a large number of artists, many of whom were women, who remain largely ignored and undocumented. Reflecting the general pattern of a male-dominated view of art history, the position and function of women within the history of the Arts and Crafts movement have been left unnoticed.  

3 Callen, preface
New York: the hub of the American Arts and Crafts Movement

The movement eventually progressed across England to the United States. Americans were prompted to improve their handicrafts and applied arts instruction upon seeing the superior foreign crafts that were exhibited at the 1876 Centennial Exposition in Philadelphia, the first official world's fair in the United States. By the end of the nineteenth century, the Arts and Crafts principles of simplicity, honesty, and craftsmanship drove American design.4

Although the American Arts and Crafts movement drew most of its inspiration from its English counterpart, the American style was eclectic, with regional nuances.5 The huge size of the country made nationwide impact difficult, and instead encouraged greater local diversity. In contrast to England, there were fewer precedents in traditional craft industries in America, and artists were much more willing to embrace the use of machinery if it aided quality and commercial viability.6

The movement influenced designers and craftspeople across the country, but no region made a greater contribution to the Arts and Crafts movement in America than New York State. It was home to many leaders of the movement, and was the site of numerous workshops, factories, programs, publications, and communities. Elbert Green Hubbard’s Roycroft Press and the Rochester Arts and Crafts Society were among the earliest organizations to embrace the ideals of the movement. Rochester Institute of Technology, known then as the Mechanics Institute, was notably one of the pioneer institutes for training in the Arts and Crafts, and one that was exceptional in its extension to women.7

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4 Ludwig 9
5 Ludwig 10
6 Jeffery 44
7 Ludwig 9

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The Mechanics Institute: an institute for the people

Not coincidentally, manual training began to grow rapidly in America soon after the 1876 Centennial Exposition in Philadelphia. The public became aware of the importance of developing manual skill as well as an appreciation for good design and construction. In 1885 the Mechanics Institute was established to train designers and skilled workers for local manufacturing industries that flourished in the Rochester area. In 1891, the Rochester Athenaeum merged with the Rochester Mechanics Institute to form an educational institution that combined manual training with traditional academic instruction. It was renamed Rochester Institute of Technology in 1944.  

The principles of the Mechanics Institute were comparable to the populist attitudes of the Arts and Crafts movement. It was viewed as the “people’s institute” that aimed to “appeal to the people of both sexes.” At the onset of its founding, the Institute proved to be remarkably adaptive to the changing needs of its locals. When the advent of the Arts and Crafts movement increased demand for professional designers and craftspeople in the art industries, the Institute responded by hiring Theodore Hanford Pond in 1902 to develop and expand the Decorative Arts and Crafts Program. Classes were offered to train students for work in art industries such as wallpaper and textile printing, carpet weaving, metalworking, furniture building, stained glass, architectural decoration, book design, pottery, and embroidery. Over the next eight years the department evolved into the Department of Applied and Fine Arts, providing over ten programs of instruction. Many notable designers and craftspeople identified with the Arts and Crafts

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8 Gordon 50; Ludwig 14–15, 19
movement during this era taught in the Department of Fine Arts at the Mechanics Institute, including Frederick E. Walrath, M. Louise Stowell, and Lulu Scott Backus.¹⁰

The popularization of the American Arts and Crafts movement owed in large part to the good networks of communication among its advocates and the diverse channels for disseminating information to the public.¹¹ Publications, exhibitions, competitions, workshops, discussions and lectures brought public attention to the movement, and the Mechanics Institute was an active site for such happenings.

An article in The Athenaeum, a monthly publication run by the students of the Mechanics Institute, acknowledged the design concerns of the time: “since the time of Ruskin and Morris it is again becoming understood that it is impossible to detach design from craft... The crafts have suffered on the one hand from the methods introduced to compete with machinery, and the lack of thought or design; and on the other hand there is a danger from elaborateness of design and poor workmanship.”¹² The same article also expressed a positive outlook for craftspeople of the Institute, claiming there was a “demand for artistic craft workers [in the county], and there is every possibility that all who will devote an earnest and sufficient study to design and workmanship will reach a measure of success.”

A local celebrity famed for his ceramic works, Frederick E. Walrath joined the faculty of the Applied Arts Course at the Mechanics Institute in 1908 as Professor of Modeling and Pottery. Photos A02-02-01, A02-02-03 and A02-02-04 show Walrath in the studio with unidentified students at the Mechanics Institute. Photos “Walrath_1” through “Walrath_5” are examples of his works dating around 1907 to 1918.

¹⁰ Ludwig 19, 25
¹¹ Ludwig 55
Morris' call for the democracy of art and the simplification of interior design was remarkably progressive for his time and was very much akin to modern design concepts. He urged "we should at all events take as our maxim the less, the better; Have nothing in your houses that you do not know to be useful, or believe to be beautiful." Gustav Stickley, the leading promoter of the Arts and Crafts movement in America, stated that the home "should never be encumbered with things of doubtful use, or questionable aesthetic value." The association of beauty and utility was a frequent topic of discussion at the Institute during the height of the Arts and Crafts movement in America. In a series of talks to the Ceramic Society, Eugene E. Colby, the first principal of the Mechanics Institute and first director of its art school, addressed the subject of application of ornament, asserting that the great principle of ornamentation was the adaptation to purpose, that decoration should not be considered before utility. In line with Arts and Crafts ideals, he believed that ornamentation should be truthful, not deceitful, and should be consistent with the utility of the article. In a similar stance, Walrath affirmed, "All good pottery should show skill, beauty, and use." Walrath's unpublished essay reveals a personal design philosophy that was heavily influenced by the Arts and Crafts, particularly the beliefs of Ruskin. In that essay, he warned fellow craftspeople against over-decorating as well as profiting from inferior articles made through cheap production, for he believed that every article should be carefully selected to provide utility and harmony to its surroundings.

Indeed, one objective of the Arts and Crafts movement was to harmonize the home environment in order to achieve physical and mental wellbeing. The home must be well planned.

13 Ludwig
14 Ludwig 27
The Athenaeum, Feb 1911, p. 15. RIT Archives.
16 "Professor Colby Talks to the Ceramic Society," Democrat & Chronicle, Mar. 30, 1894. Colby scrapbook. RIT Archives
Functionality and simplicity of form, honest construction, and integrity of materials were stressed. As an alternative way of presenting student works at the end of the year, the gallery space at the Mechanics Institute was remodeled several times into habitable rooms furnished by the works of students, who practiced the “proper restraint... necessary in the creation of a harmonious ensemble.” Photos A04-01-01 and A04-01-02 from 1903, and photo A04-01-04 from 1907 are examples of such exhibitions. The furnishings show influence of the Arts and Crafts style, particularly in the metalwork, such as the candleholders, and the designs of the tablecloth, folding screen, and wall border in photo A04-01-04. Particularly noteworthy is the inclusion of an illustration by M. Louis Stowell in photo A04-01-02. It is a poster for the George P. Humphrey bookstore in Rochester, New York, which depicts a man reading in a bookshop with his large hand blocking the view of his face.

The Mechanics Institute was also the site of several important Arts and Crafts exhibitions in Rochester. The Arts and Crafts Exhibition in 1903 was first held in Syracuse and then at the Mechanics Institute. It was the first decorative arts exhibition of its kind to be held in upstate New York, and was the upstate audience’s first exposure to a wide range of works produced by leading Arts and Crafts designers from both Europe and America [see “Exhibition_1903” photo of the exhibition pamphlet cover]. Exemplary of the Institute’s emphasis on practicality from its very beginning, the exhibition pamphlet describes the exhibition as a “practical demonstration” of the Arts and Crafts.20

Due to the popularity of the exhibition, a second Arts and Crafts exhibition was organized in 1905 at the Institute.21 The Institute was also the location of the annual exhibition of

18 Ludwig 27
21 Ludwig 57
the work of the National Society of Craftsmen of New York and the Arts and Crafts Society of Boston in 1918.22

The movement reached its peak in the first decade of the century and is particularly evident in the student works from that period, which were the subject of frequent praise from local newspapers.23 Each academic year concluded with an exhibition of students' works done in the various classes offered at the Institute.24 Photo A04-01-09 shows an exhibition of student work held in 1910. Although photo A04-01-31 is undated, the ceramic works on display are the same as the ones in other photos dating around the same period. The metal and ceramic works in photo A03-09-03 show heavy influence of the Arts and Crafts style, especially in the curvilinear designs, the flattened forms and the peacock motifs.

Examples of metalwork in the Arts and Crafts style by students at the Mechanic Institute can be seen in photos A03-09-01 and A03-09-04. The design of Arts and Crafts metalwork enhanced the natural quality of the material, often with the embellishment of hammer marks on the surface, as evident in these student works.25 Examples of Arts and Crafts jewelry by students of the Institute can be seen in photos A03-09-05 and A03-09-06. The Arts and Crafts aim to provide beautiful, well-made yet affordable, objects for the masses led to an alternative fashion in jewelry. Instead of being made from gold and precious stones, Arts and Crafts jewelry were handmade from sterling silver or brass, with hammer marks frequently visible, and with enamel and semi-precious stone accents. Jewelry designs were often based on natural leaf and floral motifs, and influenced by ornaments worn by women in Pre-Raphaelite paintings, which were based on Renaissance prototypes.26

23 Ludwig 10; Scrapbook 1891–1896. RIT Archives.
24 Gordon 42
25 Fidler 28
26 Fidler 35
Photo A01-05-01 shows a classroom of women working on designs at the Mechanics Institute, many of which are of leaf forms. The design pieces displayed in exhibition photos A04-01-09 and A04-01-31 recall the style of Morris and his company. Photo A03-04-03 is one of the design pieces displayed in exhibition photo A04-01-09. Designs have clearly structured flat patterns, and recognizable naturalistic motifs, usually in the form of flowers and leaves, which are organized decoratively into a framework. The Athenaeum cover design from October 1912 and border design from Jan 1912 also share these characteristics [see "Athenaeum_1" and "Athenaeum_2"].

The ceramic pieces in photos A03-03-01, A03-03-03 and A03-03-10 are representative of the Arts and Crafts style that pervaded the Mechanics Institute. Art pottery was the most prolific product of the American Arts and Crafts movement, and was an important field for craftswomen in America. Schools like the Mechanic Institute provided training as well as links to local craft industries, and are an example of the efforts made in America to find honorable work for needy women who, despite their absence from the records of history, were largely responsible for the growth and promotion of pottery in America. According to a newspaper article written in 1894, the Institute’s art training was essential to Rochester’s ceramic art scene, such as in the achievements of the Rochester Ceramic Society.

Photo A02-02-10, dating to 1919, shows an unidentified student at work in pottery class at the Institute.

Inspired by examples at the 1876 Centennial Exhibition in Philadelphia and the spirit of the Arts and Crafts movement, American potters created innovative, high-quality ceramics that quickly rivaled their international competitors. American pottery is characterized by variety, and reveals influences from European countries and Japan. Aesthetic concerns of the pottery, such as

27 Menz 43
28 Callen 46
its paint decoration, shape or glaze, grew in importance. A widely practiced technique among 
craftspeople in the applied arts during the Arts and Crafts era was the simplification of natural 
forms to emphasize their decorative features and the arrangement of these forms into a 
harmonious composition. Members of the Institute produced exquisite ceramic works during 
this period. Photo "Ceramic_1" is of a ceramic tile attributed to a Mechanics Institute potter 
dating to around 1910. Here the water and fish forms are flattened and simplified into curvilinear 
shapes and arranged into a decorative composition. Photo "Ceramic_2" shows some of vases 
produced at the Institute between 1907 and 1918. The left vase is attributed to an unidentified 
student of Walrath, the center vase is by another member of the Institute, and the right vase is by 
Walrath. Note the stylized plant motifs on these vases as well as the distinctive glaze on the vase 
by Walrath, who was renown for his innovative glazes.

An Arts and Crafts shop was formed by the Arts Student’s League, a society composed of 
students from the Mechanics Institute, later renamed the Rochester Art League, to serve as both 
workshop and sales room. Some of the items offered for sale included jewelry, tooled leather 
bags and book covers, basketwork, pottery, metal work, curtains, and stenciled fabrics. The 
Institute’s constitution stated, “The object shall be to promote such practical education as may 
enable those persons receiving instruction to become better fitted for their occupation in life.”

Quite fitting with its emphasis on practicality, the Mechanics Institute took a very practical view 
of the Arts and Crafts:

[The works produced by the shop] reflect credit on the institute and 
are a lesson in the school's practical ideals. The idea which 
derlies the whole endeavor is that a craftsman also may be an 
artist. He was an artist in Florence, when the arts were in their 
prime; he was an artist at the Kelmscott with William Morris. But

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30 Fidler 45 and Ludwig 21
32 Course Catalog 1885–1901. RIT Archives.
there is no Roycroft make-believe and nostrum-worship here. The workers are craftsmen in the old artistic sense of the word.  

Crafts produced by the students at the Mechanics Institute were also sold at the Henry C. Wisner Company, a local art shop that also sponsored craft exhibitions. Photo A04-03-04 is a poster advertisement created by a member of the Institute for the company.

The image “Diploma” is of a certificate given by the Institute in the Arts and Crafts style. This was given to a student named Naomi Lilly Spindelman in 1912 for her completion of the Decorative Design course. The design of this diploma, with its heavy Gothic-inspired typeface, ornaments, and decorative border and initial, are comparable to the book designs of Morris’ Kelmscott Press.

A 1908 advertisement claimed that the Department of Applied and Fine Arts of the Mechanics Institute stood at the head in the application of art to industry. The growing reputation of the Institute and a thriving commercial art market in the early twentieth century was opportune for the former students of the Fine and Applied Art program. The Rochester Herald reported that registration for the fine arts course was unusually heavy for the 1907 school year, for “many of the recent graduates were placed in lucrative positions, and the demand that comes from all parts of the country for teachers of domestic science and art shows how wide a reputation the local institute has.”

Women during the Arts and Crafts movement

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34 Fidler 53
36 Rogers 20
A study of women’s involvement in the Arts and Crafts movement would be incomplete without an understanding of the social and cultural position women found themselves during Victorian times. In the Victorian era, a woman’s place was in the home, and marriage was her only proper vocation, for it was her only means to achieving social recognition and economic security. If success was defined by marriage, failure to do so equated to a lack of status, not to mention financial uncertainty. Little thought was given to the likelihood that a widow or even a married woman may need to support herself and her dependents, and it was inconceivable that a woman should earn her own living as a matter of achieving self-respect or independence. Paid work was considered debasing for women, yet it was the expected duty of men.38 Up until 1870, when there was a gradual increase in the establishment of girls’ schools, little or no formal education for women was customary when their entire lives were oriented towards their anticipated future roles as wives with only social duties and society aspirations.39

By the mid-nineteenth century, the long-standing problem of untrained women with no means of support was becoming acute in England. While the number of the needy was steadily rising, paying occupations for middle-class women at the time remained strictly limited, mainly to that of governess or teacher. In view of the limited roles and characteristics imposed upon them by society, it was essential for women to find work that was considered appropriate for women. Without sure means of self-support, women needed to maintain their ability to attract a husband. The work had to reflect feminine capabilities and maintain the Victorian ideal of womanhood. Arts and crafts became recognized as a suitable area of employment for women as it could be seen as an extension of women’s “instinctive taste and natural grace.40" The arts and crafts could be seen to comply with Ruskin’s ideal of the woman’s place and the qualities

38 Callen 8
39 Callen 20
40 Callen 22–25
essential to her being a good wife. Although there was anxiety over the encroachment of the
traditional division of labor between the sexes, the arts and crafts was an area that was
considered little threat to the established occupations of men since women's work was frequently
seen as inferior to that of men. Moreover, women were often relegated to the most menial tasks
and restricted to very few areas of designing, such as flower painting. Women were encouraged
to take employment in subordinate positions, but excluded from all others reserved for men,
thereby limiting their talents to only a small area of the craft. It was generally the designers,
usually men, who receive recognition for their creativity, while the executants of the design,
usually women, who remain anonymous.

The situation for American women was not dissimilar. Women were increasingly
dependent on their own resources due to the drain of available men caused by emigration to the
West. And as in England, art education was on the rise in America due to industries' growing
demand for native designers so to cut the cost of importing foreign designs.

Handicrafts were an integral part of the Arts and Crafts movement, and were viewed as
suitable work for women in America as it were in England. In an Arts and Crafts exhibition held
at the Mechanics Institute in 1902, the works of craftswomen were praised for being “done by
feminine hands” by “women's unique methods.” Women in the nineteenth century were often
taught home crafts, such as needlework, in preparation for their expected roles as housewives.
Not only was the development of handicraft skills encouraged as a means to earn a living, it was
also a productive hobby that can be carried out at home, as it required little space and simple
tools. When the Arts and Crafts movement emerged with its emphasis on handicrafts,

41 Callen 26-27
42 Callen 42, 52-54, 162
43 Callen 43-44
45 Ludwig 22
numerous women took the opportunity to exert influence outside the home. The movement also saw the emergence of the Progressive Era in America, which heralded the idea that economic independence was desirable for women.

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46 Ludwig 16
47 Rogers 5
Women at the Mechanics Institute

The Mechanic Institute was co-educational from the beginning. At a time when over ninety percent of men and women who enter the public schools do not get above high school, and less than one percent of public school students attend colleges, the Institute provided an opportunity that could not be found elsewhere for the local working class people, and was especially appealing to women who had very few options for post-primary education.

In sharp contrast to Victorian ideals, the population of Rochester in the early twentieth century comprised of a large percentage of unmarried women; and numerous married, widowed, or divorced women were contributing earnings to support their family. Rochester manufacturers relied on their women workforce, and in a changing industrial economy, the Mechanics Institute offered the education and training women needed.

Compared to similar schools of the time, the Mechanics Institute was exceptionally supportive of its women students. They were awarded scholarships, were allowed into every program, and were well represented on the faculty and the Board of Trustees. In this respect, the Institute’s populist attitude on education was decades ahead of its time.

Similar to art classes offered in English schools, the Mechanics Institute offered classes in china painting, relief modeling, drawing from casts, drawing from life, embroidery, metalworking and painting. And like the earliest schools that were open to women in England, the Mechanics Institute saw large numbers of women eagerly taking up that opportunity.

Approximately 2,500 students were enrolled at the Mechanics Institute during 1898–1899, and

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48 "For the Young" Jun. 11, 1892. Scrapbook 1891–1896, p. 35. RIT Archives.
49 Rogers 4–5
50 Rogers 6–8
51 Callen 34
more than half of them were women.\textsuperscript{52} Indeed, photographs of classes offered by the Department of Fine and Applied Arts reveal that classrooms comprised mostly, if not exclusively, of women. Women often outnumber men, and were even found in classes that were generally oriented to men like furniture making. Photo A01-06-09 is of a modeling class with Walrath, photo A01-06-08 is of a clay modeling class, photo A01-06-03 is of a freehand drawing class, photos A02-03-04 and A02-03-02 are of life drawing classes from 1891 and 1918 respectively, photo A02-04-06 is a class portrait of art students from 1891–1893 with Eugene Colby at the center and Eben Rose, vice-principal, at the far right.

The ceramics industry was the first to respond to the growing demand for unique handcrafted objects. In the 1870s, art pottery decoration and china painting became an extremely popular pastime amongst women as they came to be seen as suitable outlets for feminine talents. With this social sanctioning, art pottery decoration rapidly came to be seen as a dignified means of employment for middle-class women.\textsuperscript{53} China painting classes were offered at the Mechanics Institute, appearing in course catalogs as early as 1890, where three classes were offered each week.

Women were active participants at the Mechanics Institute. Some served as class president.\textsuperscript{54} Half or more of the officers of the Art Student's League consistently comprised of women.\textsuperscript{55} A reporter for the Evening Post newspaper, upon visiting the Institute, claimed that women of the design classes “generally exhibit more talent than do the men.”\textsuperscript{56} (See “Evening Post” illustrations from the same article).

\textsuperscript{52} Gordon 71
\textsuperscript{53} Bowman 134, Callen 54
\textsuperscript{55} Times, April 8, 1909. Clifford Ulp scrapbook, Vol. I. RIT Archives.
\textsuperscript{56} “Institute for Art-Artisans.” Evening Post, Sept. 22, 1894. Colby scrapbook. RIT Archives.
M. Louise Stowell and Lulu Scott Backus were prominent figures among the many women in New York who engaged in both the theoretical and practical aspects of the movement. They were both instructors and former students at the Mechanics Institute.

Stowell was one of the earliest students at the Mechanics Institute to take the freehand drawing class. She became a member of the faculty at the Mechanics Institute in 1890 where she taught drawing, color, composition, and Saturday classes; and arranged for an Arts and Crafts exhibition held at the Institute in 1902. She was a member of the Rochester Art Club and the American Watercolor Society, and secretary of the Rochester Arts and Crafts Society, the first Arts and Crafts society in New York State. Although known mostly for her watercolors and her influence as a teacher, she was also a practitioner of the applied arts.57

In addition to the stylistic influence of European designers, the Arts and Crafts movement drew inspiration from Japanese art, which became very popular in Europe and America in the mid 19th Century. Elements of Japanese design, including sparseness and restraint in ornament and color, and an intimacy with nature, helped to shape the aesthetics of the Arts and Crafts movement and were evidently strong in Stowell’s works.58

Lulu Scott Backus was also a former student of the Mechanics Institute where she took teacher-training courses and did her postgraduate work with Theodore Hanford Pond. She was the director of the Department of Ceramics at the Institute and was a ceramic instructor for 34 years. She was a successful artist, head of the YWCA Arts and Crafts Hobby Shop, and member of The American Ceramic Society and New York Society of Ceramic Arts.59 Photo “Backus” shows a decanter with a stopper made by Backus in 1925.

57 “Stowell, M. Louise” folder. RIT Archives.
   Ludwig 34, 77
58 Ludwig 4
A n A m e r i c a n  s u c c e s s  s h o r t  o f  t h e  i d e a l

Despite Morris' intention to provide beautiful art to all people, in reality only the wealthy were ever able to afford the objects produced by his firm. In contrast to England, the success of the American Arts and Crafts movement relied on artists’ willingness to use machines and molds to aid quality and commercial viability. Although proponents of the movement regarded the medieval craftsman as the pre-industrial ideal, they were not entirely anti-industrial or anti-modern; they were simply opposed to the abuse of industry, which they view as when originality and integrity of an object is traded for commercial purposes. It was the extent to which machines should be incorporated into the work process that was the subject of contention. For the Americans, however, the Arts and Crafts was less a philosophy than a style of design. They were more concerned with aesthetics and commerce. The Roycroft Community, an Arts and Crafts organization founded in 1895 by Elbert Hubbard in East Aurora, New York, for example, was not a commune as the name suggests, but a business enterprise that employed over 500 workers during its most prosperous period, around 1910.60

The craftspeople behind the artists, who were mostly women, were often not credited for their work, further veering the American movement from the Arts and Crafts ideals concerning the welfare of craftspeople and the honor of their work.61 Traditional ideas also remained rooted in the culture. Most women did not want to work, nor were they expected to have a career. One student writing for The Athenaeum claimed, “The study of art may serve in the case of many young ladies to fill in the period between high school and matrimony.”62 According to H.S. Greenleaf, one of the first five women appointed to the Institute’s Board of Trustees, in her

60 Jeffery 54, Ludwig 35
61 Bowman 33
speech during a graduation ceremony, "The days when it was improper for young ladies to be educated have passed forever. The time has come when it is recognized that a girl will make a better housewife, a better mother and a better companion, for having an education." The Mechanics Institute was lauded for becoming a "power in the matrimonial market."

Furthermore, while it was acceptable for women to work, it remained taboo for mothers to do so.

While educational opportunities for women expanded, actually earning a satisfactory livelihood remained a difficulty, especially when women's work was constantly undervalued. Cheap labor and low wages was an accepted fact of life for women. Even the Mechanics Institute showed salary discrepancies that were clearly sex based. In addition, jobs remain scarce for women. Despite their education or training, women were not welcomed in traditionally male dominated fields. Without a realistic way to make a decent living, the only way for women to be upwardly mobile continued to be to marry someone who was upwardly mobile. If they had to or chose to work, women were encouraged to take up art teaching because of the long-standing attitudes toward the profession. Teaching was considered the woman's "special" work.

The alumni sections of The Athenaeum showed numerous women went on to teach while a few went on to do commercial work. By 1923, almost ninety percent of the home economics teachers and half of the art teachers in Rochester public schools were graduates of the Mechanics Institute.

The creation of the Domestic Science program at the Mechanic Institute and its subsequent popularity also continued to separate and channel women into traditionally feminine fields.

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63 "Another Year Ended," Jun 1893. Colby Scrapbook. RIT Archives
65 Rogers 14–15
66 Rogers 6, 12
67 Callen 34
68 Rogers 15
69 Rogers 21
Women's position in the Arts and Crafts movement was limited by Victorian ideology, which discouraged women from professional work or any serious artistic pursuits. Working class women were exploited as low-wage laborers—executants of designs that were often credited to men—while society imposed the necessity for women to hide their need to earn a living. Limited by "feminine" crafts and the need to work in secret, women faced continual prejudices against their working. According to Callen, the Arts and Crafts movement had radical social and political aims, yet there was a general blindness to the oppression of women within the movement. In turn, it reinforced the traditional patriarchal structure that dominated contemporary society. 70
Conclusion

With the approach of World War I, the movement began to lose its momentum. However, the effect of the movement remained with its devotees long after the societies and publications ceased to exist. The craftspeople, who were trained as a result of the movement, continued their trade into the 1920s and beyond; and for many years, American life continued to be shaped by the philosophies of the movement.71

Despite the ideological barriers women faced, the Arts and Crafts movement furthered employment and creative opportunities for large numbers women of its time. Rochester Institute of Technology was instrumental in promoting the movement and providing an active ground for artists both men and women. By opening its doors to women at a time when few other similar institutions were doing so, RIT possessed a populist spirit akin with that of the Arts and Crafts movement. Just as the inclusion of women helped to propel the success of the Arts and Crafts movement, the participation of women at RIT became an influential force to the early growth of the institution. As much as this paper attempts to cover, much more can be said about the women of this period who contributed greatly to the developments of both the Institute and the Arts and Crafts movement, yet remain excluded from the writings of history.

71 Ludwig 10


Sources in the RIT Archives:

*The Athenaeum.*

Course Catalog 1885–1901.

Folder “Backus, Lulu Scott.”

Folder “Stowell, M. Louise.”

Photographs. Box A01, A02, A03, A04: Academics.


Scrapbook. Colby.

Scrapbook. 1885–1891.

Scrapbook. 1891–1896.

Scrapbook. 1896–1898.

Scrapbook. 1900.

Scrapbook. 1901–1902.
Comments and Congratulations While we have come together to honor the exemplary writing of eighteen students from seven of RIT’s colleges, we have also had the opportunity to take a quick tour of the College of Liberal Arts, to appreciate the rhetoric, methodologies, metaphors, and principles of the disciplines that make up the College of Liberal Arts at RIT. The awards themselves emphasize the many forms of writing that are produced in Liberal Arts’ courses, from first-year portfolios, to advanced research, reflective essays, and creative work. In their comments, the instructors have described what makes a particular piece of writing stand out: the depth of engagement with a critical subject, sophisticated analytical skills, the force of imagination.

We are proud to recognize today’s award recipients for the excellent written work they have produced in a variety of forms, for a variety of courses. Please join me in congratulating the 2008 recipients of the Kearse Awards, the McKenzie Prize, and the Akyuz/Ozmen Award.