

Palabras

WORDS

Spring 2003

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Palabras publishes original research, essays, fiction, poetry, and art by Clovis Community College students and residents of New Mexico.

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Palabras is also an academic journal and accepts submissions from students across the United States who are currently working on undergraduate degrees.

Palabras

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SUBMISSIONS

Palabras favors an open submissions policy: anyone who would like to submit, may. Please submit work in hard copy format to the editor in **Faculty Office 509**, in e-mail format to **palabrasje@hotmail.com**, or in hard copy format to the **CCC Bookstore**. Please include a phone number or e-mail address so the editor may contact you.

Submissions should be no longer than 5 double-spaced pages, or approximately 1500 words. If documented, then in MLA, APA, or other acceptable format. If you have an essay, paper, or story longer than the specifications mentioned, please contact the editor at **505-769-4906** or at **palabrasje@hotmail.com**, as excerpts may be publishable.

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...from the Associate

COMMENT ON PLAGIARISM

RAYMOND E ATCHLEY

I think we can all agree that attending college is a stressful undertaking. It would seem that one of the most stress-inducing tasks that we are faced with is the composition of essays. Each of us would like to come up with an **original idea** to write about, and wouldn't it be great if we didn't have to do the research that coincides with such a paper that at times becomes voluminous? Allow me to ease your tension somewhat by stating from the start—it's not going to happen.



When faced with a writing assignment, I always think of the movie, *A Beautiful Mind*, with Russell Crowe riding a bicycle around in circles, trying to think of an **original idea**. Realistically speaking, the odds are against such an occurrence. (If you don't believe that, consult the Mathematics department. For my own part, every time I think I've stumbled upon an **original idea**, I check the references and find out that somebody else thought of the same thing five hundred years ago or more.) So you might ask, what's the point of even thinking? That answer is fairly self-evident. The next query might be, why do the research? *Plagiarism avoidance* is a very good answer.

If you've been in attendance at school at least long enough to have received a syllabus, you know the seriousness of stealing someone's ideas and claiming them as your own. That is one of the underlying purposes of research, thorough research: not to just get ideas or substantiate your own beliefs, but to avoid plagiarism.

As you work to prevent plagiarism, there is also a side benefit. You may find that you've beaten the odds and discovered your very own **original idea**. So keep mining for nuggets, and be considerate of each others' ideas and the strain it took for them to come up with them.

...from the Editor

GINA L HOCHHALTER

I'd like to respond to Raymond's "Comment on Plagiarism" because Raymond's idea that a purpose for conducting research is to avoid plagiarism (par. 2) strikes me first as downright depressing, and secondly as really quite funny: if what Raymond says about plagiarism is true, then we're in-a-sense plagiarizing every moment of thought that we have in our lives!

I think Raymond's suggestion is depressing because if what he suggests is true, then uniqueness is nearly impossible to obtain or achieve. This is disturbing because not many of us really have a chance, then, to discover Something New or Something Different (hence, the same ideas repeat themselves *ad infinitum*, *ad nauseum* and hence, *why bother?*). And yet, coming up with an **original idea** doesn't only mean that there has been an *original* idea, but that the idea has been related, whether "new" or not, to an intended audience with a pizzazz and style appropriate to who the writer is, and to the situation. For example, would have Martin Luther King, Jr. affected an audience of thousands the way he did if he had spoken 30 years earlier? His ideas of peace and equality were not "new," but listeners of his era were ready to enact his re-imagined principles in important, appropriate ways.

I personally conduct research so that – even while in the Grand Scheme of Things I may not find myself on Oprah or marked in the Academic Hall of Fame – I have the potential to affirm that someone else thought as do I, so I can think, "Hey, I'm not alone," no matter how crazy the thought. If I can bring a thought, riddle, or message back to someone who may not know that someone else has thought or felt it also – and perhaps help someone to feel sane(r) – then I feel comforted. There is something truly to be said for C.G. Jung's mysterious Collective Unconscious; the solo, all-alone original idea is impossibly, and annoyingly difficult to accomplish perhaps for very good reason.

On the flip side, I find Raymond's "Comment..." to be quite humorous because I've never thought of research as "plagiarism avoidance" before. Also, I know all too well that he speaks the truth about "riding around in circles" when on the quest for an **original idea**. Ode to those who are entrepreneurs on-the-quest or who are Ph.D./Ed.D. students searching for a Dissertation idea – ode, and remember: it is only when we let our minds wander free (and in circles) that the, er, plagiarized **original idea** has a chance to form and swirl (or crash) right into our mind's eye.

SADDAM HUSSEIN: REIGN OF TERROR

CHRISTI A WESLEY

Originally written: November 13, 2002

Saddam Hussein has been the head of state in Iraq for over 23 years, a position that he acquired through years of subterfuge. Throughout his tenure, the quality of life for the Iraqi people has experienced a steady decline. This Middle Eastern nation has never been one of peace; since its beginnings there have been countless battles between different native groups. However, the battles that rage in Iraq now are battles for survival and the most basic needs, such as food and shelter. The people of Iraq live in a constant state of fear, never knowing if they are safe from their leader's cruelty. Unlike many western countries, the Iraqis cannot depend on their leader to help alleviate their suffering; Saddam Hussein only contributes to his nation's unrest with his unwavering tyranny.

The Iraqi people suffer as a whole due to Saddam Hussein's cruelty and his quest for domination. Since his ascension to President in 1979, Iraqis have seen a steady decline in their economy and society. Prior to this, Iraq was beginning to flourish in areas such as technology; now it has been reduced to a pre-industrial state. The availability of jobs in Iraq is almost non-existent unless someone is trusted enough to be a government employee. Most people in Iraq live at or below a subsistence level; poverty is rampant in this small nation. It is difficult to purchase food, not only because of its unavailability, but also because of the outrageous prices, which are controlled by the government.

Many Iraqis are still homeless due to the devastation of the Gulf War. Saddam Hussein has provided no government assistance to rebuild his nation. Saddam chooses to blame his country's economic struggles on the United Nation's sanctions which were established after his failed attempt to invade Kuwait. However, Mr. Hussein does not tell his countrymen the whole story; he leaves out the fact that he funnels money away from the Iraqi people and into manufacturing weapons and strengthening his military. So, according to a CNN report, while Mr. Hussein eats three gourmet meals per day in one

of his forty-six palaces, the people of Iraq suffer from hunger and cold, unheard by their "great" leader.

Everyone in Iraq lives in a constant state of terror, never knowing if they are being watched and might fall victim to their leader's wrath. Hussein allows no opposition to his regime; anyone who questions his authority runs the risk of punishment or death. Hussein has publicly televised the torture and execution of numerous Iraqi dissidents. The families of Hussein's opponents are also unsafe. He has ordered the execution of traitors' families, usually in a public place where the traitor and other Iraqi citizens are forced to watch. Hussein is a man of great suspicion and paranoia, which makes his justice irrational and unpredictable. He has killed members of his own family, including his son-in law and brother-in-law on the suspicion that they might be conspiring against him. Saddam Hussein has sought out Iraqis who have fled to other countries and had them killed as a sign of his far-reaching power over the Iraqi people. The Iraq of today is one of fear-filled people struggling to survive under the ever-watchful eye of an unpredictable tyrant.

While the injustices by the government of Iraq affect everyone, certain groups are even more devastated by Hussein's leadership. One of these groups is the women of Iraq who are not allowed even the most basic of freedoms. They cannot walk down the street unless accompanied by a male family member. If a woman should dare venture out alone she runs the risk of being beaten and stoned for her insolence. This practice of punishing women is condoned and rewarded by Hussein. Under Saddam Hussein's regime, women are considered inferior to men and females must obey males without question. Women are not allowed to seek an education or gainful employment. Their sole purpose under this oppressive regime is to be dutiful wives and mothers. Many people think that this is a reflection of Middle Eastern tradition, but it is not. Surrounding Muslim countries such as Saudi Arabia encourage women to seek education and become a part of the workforce. However, in Iraq there is only one way of life and that is whatever Saddam Hussein dictates.

The minority groups in Iraq, such as the Kurds and Shi'ite Muslims, have been devastated by Hussein's repeated attempts at ethnic cleansing. Kurdish natives of Iraq have been almost eradicated during Saddam Hussein's decades as president. They are exiles in their own country, struggling under a

regime that wants them annihilated. Saddam Hussein has launched numerous military offensives into the oil-rich region occupied by the Kurds, to include the repeated use of chemical weapons, leading to the death of thousands of Kurdish men, women, and children. Hussein has burned the Shi'ite communities and drained the surrounding marshes, thereby leaving the Shi'ites with no way to support themselves. He has left the Kurds and Shi'ites with only one option: life in refugee camps, living under the worst possible conditions. These native groups are forced to deny their ancestry in order to exist in Hussein's Iraq.

As time goes by and Saddam Hussein's reign over the Iraqi people continues, the quality of life in this Middle Eastern country will continue to decline. With each passing day the suffering in Iraq worsens and their country's leader refuses to acknowledge any responsibility for the current state of affairs. The consequences of Hussein's leadership may be far more overwhelming than anyone outside of Iraq could imagine. However, we do know that Saddam Hussein is not "The Light of the Iraqi People." He has plunged this ancient Middle Eastern country into decades of darkness and despair with his selfish tyranny.

Christi is a Nursing major at CCC. She finds, personally, integrity and honesty with herself to be two attributes that should not be compromised.

TEDDY BEAR

KIMBERLY SZALOY-SWANN

Teddy Bear what do you see,
With your eyes dark as the sea?
Do you see your button nose,
Or your little brown toes?
Out of all the things to see,
Do you see little old me?
And when you're old,
And maybe even sold,
I will still want to know,
What is it you see,
With those eyes dark as the sea?



Kimberly is a CCC student. She wrote this poem when she was 15.

Teddy Bear image borrowed from
<http://justteddybears.site.yahoo.net/morettebears.html>

OUR FREEDOM OR BONDAGE OF SPEECH?

BETH SMITH

It is ironic; in today's society we use the word freedom as if we really know what it means. This is demonstrated by freedom of speech, freedom of press, or freedom of opinions. To really understand freedom, we have to understand bondage. Do we really know the differences between freedom and bondage, or is it that there are not as many differences as we think? Knowing the differences between freedom and bondage may change our opinions of how we see other countries and may give us reason to look more closely towards our own country.

Freedom means independence and exemption from obligation or discomfort. I did not know the "true" meaning of this word until I grabbed my Webster's Dictionary. By that definition, then honestly, in any country, we do not have true freedom. We have an obligation to our country (which is honorable and ethical), to our work, our schools, our families, and to our society to act appropriately or conform to certain rules society expects us to live by.

Conforming to rules, which may or may not cause discomfort, sounds as though we are in some sort of bondage. Bondage means drudgery and slavery, which means to do hard, tedious work. In that case, at least ninety percent of all Americans live in bondage. We can only go so far inside certain limits, such as our rights. For example, our freedom of speech, in all actuality could be called our bondage of speech. Our rules we have set to live by in society may keep us safe in our communities, but our commanding officers and our peers of this country have given us limitations on our rights, but express this "bondage" as if we are free to do whatever we want.

I am very proud of our troops overseas as well, but I think that they are unfortunately misguided about giving people freedom and rights. They are fighting for and against a country that describes freedom in their own way, while we describe it in ours. Before someone can help another country solve their freedom problems and tell them what freedom is, they might need to look at their homeland first. Just as the Dixie Chicks voiced their opin-

ions by their right of freedom of speech, the United States is showing them that there is not "freedom" of this right because a person or persons can only go so far before that "bondage" makes you cower before a nation that will now shun you forever. *Cowering before a nation because of your own opinion is not freedom.* This is bondage, however this country wants to see it.

I love this nation as much as anyone, but to lie to ourselves is immoral no matter how many of us do this. Conforming to rules of this nation and using the word "freedom" when we cannot exercise this right is unjust and unfair. To teach other countries our ideas of "freedom," we might need to really explain what we mean, because in the way we see it and the way they see it, they might think they are abiding by these principles, by examples of what our nation shows them to be true.

The exercising of our rights too far penalizes us, and then our country belittles us and condemns us until we conform to the majority opinion or the opinion that counts the most in accordance with the time and country. To fight to give another country "freedom" is to give them another form of bondage only a little different from their own that they experience already. Who are we to judge what freedom really is in certain countries? We have different beliefs, just as they do, and to preach to others about something we too have confusion about is kind of like calling the kettle black.

Beth is majoring in Psychology at CCC. She likes to spend time with her family, and also write – poetry mostly. Her maxim: "Be open-minded because you only live once."

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PICTOGLYPH



Sean Domis, who's 17, lives in Portales and is a junior at Portales High School. He also attends CCC as a TCC student in Electronics Technology. He's hoping to attend college and major in either Art or English. His hobbies include manga artwork, writing, and Gameboy.

INSTITUTIONALIZATION OF TEACHERS

ZACHARY RILEY

With simple homework and rules and regulations, a teacher can often kill the spirits of students by limiting what they can think or do. Teachers are taught rules and guidelines to control a class and their own lives when they are brought into the teaching work force in a high school or elementary school. In most cases, they learn these practices from the established order under which they are taught, and have already harnessed and conformed to certain norms. They have become calloused to the students by missing the subtle or even drastic difference in the students, labeling students for life: some as trouble makers, those easy going kids as slackers, and overachievers as the smart students. Going off of past experiences they immediately begin to lay down the law, restricting and harming kids mentally. Too often teachers fall into the trap of conformity, oppressing free minds that are, for good reason, easily bored.

Without hitting too far below the belt, it might be better explained as trial and error. Teachers have to start somewhere, and with each class the principles that a teacher places in use are the ones that have worked in the past; but each class is its own individual one and cannot be generalized. In ways, teachers are not the ones who are at fault because they are forced when they enter this profession to choke down the ways of the state, then the guiles set by the district, and after that, they then have to take on the rules of the school they are hired at.

Administration is the number one cause of all conformity by limiting the way a teacher thinks and teaches. This thing called *administration* can create rifts amongst students and staff causing traumatic life changing effects in everybody, namely students. Elementary teachers are most often the best at this simply because they spend all day everyday year round with the same class and soon begin to grow accustomed to the things that work in that class, all the while trying to keep from upsetting the social order of administrative guidelines. Before long, a teacher becomes institutionalized while at the same time institutionalizing students because they are so hung up on the rules and regulations

which often cause teachers to forget the real reason that they are there.

Teachers are people put in those positions to assist in the *learning* process. All too often they lose sight of this objective, which eventually breeds conformity. In some cases, the administration attempts to harness and control a free mind by telling them not to think for themselves but to fall into the flow and accept things the way they are taught or told and not to think for themselves. Undoubtedly, no one is ever allowed to challenge the authority of a teacher or faculty member; students are to simply go along with what they are told, or be punished.

Stifling a voice by rules of fear is the worst thing that can be done to a questioning mind because it can kill that spirit that might some day get a person a long way in life. After an experience such as that, it may take months, years, or a lifetime—even sometimes never—to bring that strength of mind back.

By following curriculum and the guiles set by the district, though, a teacher is guaranteed that pay check at the end of the week and a job on Monday, but all the while, though, not stopping to notice who this curriculum has affected and how. It's all about that almighty dollar in some cases. By institutionalizing students (and teachers), ultimate control over the human race will become ever the easier.

Until Standardization, a prime example of breeding conformity, is stopped and individuality is observed, the administration will continue to oppress and stomp out all that is different, killing the views of free society. A good home life, where a child can be allowed to express him or herself, and taught that it is okay to do so, will be the saving grace of our world.

Rekindling that inborn spirit and having the family support to challenge conformity and administration will help to keep sanity in every one, but without open-mindedness, teachers will continue to put out cookie-cutter people unchanged and indifferent. A free mind is a God given possession – cherish and use it wisely.

Zach is a senior at Melrose High School. He takes classes at CCC to "better [him]self before graduating." He was previously a member of the Fellowship of Christian Athletes, and is currently a member of Future Farmers of America, Business Professionals of America, and, for 9 years, 4-H.

LITERACY: AN ESSENTIAL FOUNDATION

ANONYMOUS

Good literacy skills play such an important role in so many areas of life that the lack of them impact life to a disabling degree. The problems that arise from illiteracy are at such high levels of concern that close attention should be placed on the techniques of teaching and learning. Discovering how and why the learning process starts will direct or redirect teaching strategies.

Without the skills of reading and writing, life can and will take on many additional challenges. The need for literacy skills is experienced in most areas of daily life. For the person coming into adulthood, without functioning literacy skills the most basic needs can be out of reach. Not being able to read warning signs, work orders, or instructions on medication, for example, can turn into dangerous situations. An illiterate parent has to deal with the inability to help with homework or read school related information. This puts the life of an illiterate adult under constant pressure. "Emotional stress and frequently uninterrupted desperation are familiar patterns in the life of an illiterate adult" (Kozol 14). Illiteracy is a major problem being faced by many people.

How extensive is this problem? Illiteracy is prevalent throughout the nation. Reports from different states share the same statistics. In 1998 the 200 Kids Count Profile for Florida revealed that forty-six percent of students in the fourth grade had not achieved basic reading levels. Florida also has about one-point-seven million adults with reading levels under eighth-grade capacity (Miller). In some counties in St. Louis, up to 35 percent of the adult population have no more than low level literacy skills, and many have no literacy skills at all (Franck).

After California adopted the *whole language* teaching practice into its state policies and educational materials in 1987, the direct teaching of component and language skills were discouraged. Teachers' training was directed at discussion and meaning emphasis. The results were an alarming decline in reading proficiency compared to other

states. Within seven years California, together with Louisiana, placed last among forty states where fourth-graders took part in the Assessment of Educational Progress reading exam (Hall and Moats 10-11). With the statistics of illiteracy also come the additional statistics that accompany them"

According to the International Dyslexia Association, people in the United States who are illiterate represent 75% of the unemployed, 1/3 of mothers receiving Aid to Families with Dependent Children, 85% of the juveniles who appear in court, and 60% of prison inmates. (Hall and Moats 7)

The one thing that these statistics show is that the problem of illiteracy does not stop with the person. It is in the home when a child's first learning experience cannot be taken advantage of due to the illiteracy of his parents. Also in later years, when help is needed with homework, many children do not receive this help at home. Just how prevalent is this problem? One report gives a glimpse. It says:

Functioning with either no literacy skills or low level literacy skills, these adults are incapable of helping their children develop effective literacy skills of their own. Just how many children are at risk is unknown. Perhaps thousands or tens of thousands of the areas children do not have the help they need to accomplish homework assignments. (Franck)

There are learning opportunities available to illiterate adults that can help them learn to read. Outreach programs such as family literacy can put reading ability within their reach. In many situations however, this can create a whole new set of problems.

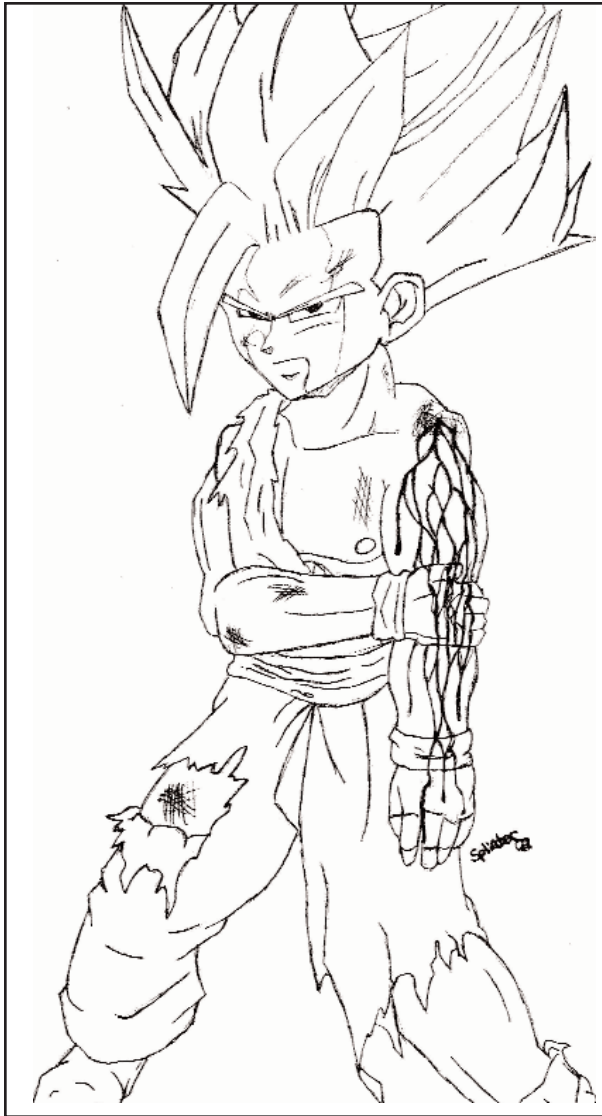
The effort needed to take advantage of available resources can be difficult to incorporate into an already busy schedule. In a society where the family is composed of two working parents or a single working parent, finding time for extra activities is not easy. If the family is in the low-income or poverty-income level, they face the additional problems of child care costs, transportation, and schooling expenses. At its very best, the way out of this destructive situation has to be very difficult, but being able to read is a necessity in many activities of daily living.

Recognizing that good literacy skills are the foundation of a good education requires the evaluation of learning skills. How well an individual learns to read and write determines the capabilities that can

be reached in later educational attempts.

The earlier teaching starts, the better chance there is for a student to obtain good literacy skills. Taking advantage of teaching opportunities with very young children can provide the building blocks for later success: "... the concept of emergent literacy presumes that along with cognitive and language development, literacy development also begins in the preschool years" (Kruder and Hasit 17). Children learn pre-literacy skills at a very early age, and the role that parents, as well as educators, play in the early development of literacy is critical. Parents are the first and provide the most important help in the life of a child's literacy development.

PICTOGLYPH



Wayne Woods
CCC Student

Children who get this help start with an advantage. As they experience the sounds of words and the purpose (and enjoyment) of a book, children are beginning to build on the foundation of literacy. According to Dan Keating, director of the Human Development Program at the Canadian Institute for Advanced Research, after conducting several studies it was determined that being prepared to learn in the preschool years gave a clear indication of success in school (qtd. in Dwyer). Children can learn so much during their preschool years. Learning basic colors, shapes, the A B C song, or the first letter of the child's name is within his or her capacity. The more children are exposed to written material or the modeling of reading and writing, the stronger a child's foundation will be.

Starting school is only the beginning of the formal learning experience. What a child brings to school is the prior knowledge he has acquired at home and in his or her preschool years. Some children do not get a strong start in school for various reasons. One of these is the economic background level from which they come. Children from poor families have much higher illiteracy and failure rates than their middle class peers because many children start school without having any reading or writing experience. This is perhaps due to illiterate adults in the home. However, children can learn to read and write in spite of illiteracy in the home. This will require proven teaching methods about which, though, there is much debate over their levels of success or failure.

In the *whole language* method of teaching, the primary goal is to help children extract meaning from written material. As they are exposed to books and reading, little attention is given to teaching the skills of phonology. It is expected that needed reading skills will be obtained by just reading or being read to. The knowledge of how to work with sound components and individual letters in a word is considered unnecessary. The influence of the *whole language* teaching practice has been in our schools since 1985 (Hall, and Moats 82).

On the other hand, the *code emphasis* approach to teaching reading does apply instruction in the skills of phonology. Phonics is a term applied to a method of teaching reading, teaching that speech is represented by the alphabet, and it's also the strategies used by children in sounding out letters to learn

new words (Hall, and Moats 85). Through this approach children are taught the skills needed to work with individual words. Breaking down words into their smallest sound or word parts – such as base words, syllables, prefixes, or suffixes – helps children to recognize single words instead of having to work at memorizing whole words and sentences. With illiteracy being as widespread as it is, and affecting several generations, even if both of these teaching methods are under close scrutiny, students must be taught to read early on because "[r]esearch indicates that 74% of students who are unsuccessful readers in the third grade are still unsuccessful readers in the ninth grade... a recipe for disaster" ("Notes..."). Having the ability to read is not only important to the individual but to society as a whole.

It is essential that children be given the best tools with which to succeed in their learning experience. Although being able to extract meaning from written material is very important, it cannot be successful if the words are out of reach. With the use of phonics capabilities mastered, a child has the ability to work with unfamiliar words. The work of memorizing words, which is the *whole language* method, does not help equip children in the self-help exercises they need to learn to read.

Taking the time necessary to insure an effective foundation in these literacy skills will provide strengths needed for a lifetime of learning. As a society with ever changing communication skills, the need to reverse the staggering statistics of illiteracy is undeniable. The time to start is long before kindergarten. The number of children who are in child care facilities provide an excellent opportunity for the beginning steps to be taken in this endeavor. With day care and preschool taking children as young as two to four years of age, the professional teachers and care-givers need to be aware not only of the capabilities of these very young children, but of the different teaching/learning strategies available.

What children bring to the printed page, and to the task of writing, is knowledge of the spoken language. What must be learned is knowledge of the written symbols that represent speech, and the ability to use those [symbols] productively. Knowing the difference between sax and sacks, past and passed, their and there, or knowing that antique says, 'anteek,' requires lan-

guage awareness and attention to detail. (Moats) The efforts to equip students and illiterate adults with good literacy skills come from a combination of sources.

With the focus on overcoming illiteracy, outreach programs mentioned earlier, such as family literacy and adult literacy services, provide much needed help. Knowing how early a child starts to learn opens up new avenues in teaching strategies. One strategy with the possibility of high success could be providing pregnant women and new mothers with informative literature on the concept of emergent literacy. This would help them take advantage of the "window of opportunity" available to them and to begin to help their children start their learning process immediately.

Also, the Early Childhood and Head Start programs have the potential to reach many young children with the benefit of exposing them to the teaching of cognitive skills. If these opportunities are accessed, the outcome will be a considerable decrease in illiterate adults trying to make the best of a crippling situation. The problem of illiteracy will also continue to be of great concern until the effects of a successful teaching method start to show measurable results. The challenge of overcoming illiteracy is preferable to the challenge of dealing with the many problems that illiteracy creates.

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THE ETHICS OF GRAPHIC DESIGN IN ADVERTISING

CHRISTAN J. FERGUS

Introduction

Graphic Design is a relatively new addition to the world of art. With the boom of industry and technology, the need to advertise and sell the fruit of this boom has graphic art sky-rocketing alongside. Yet graphic design is more unique than some may realize. One of its unique aspects is that you come into contact with it everyday – and it is everywhere – and yet you barely notice its presence. (This, alongside the fact that I'm a graphic design student, was my inspiration to pursue this study.) A second unique aspect is that it is not only pictures, but a combination of words and graphics that together make it a powerful art form. With the right marriage of the two, graphic design is one of the most powerful persuasive communicators known to society, but is this a good thing?

The purpose of this report is to explore graphic design's power in persuading us to buy, think, and even interact differently and to question whether this is a good thing, or even ethical, considering that graphic design plays a major role in our decision-making process.

Method

The information and discussion in this paper are from books I have read, my own personal thoughts, and from an over-all look at advertising in this society. Although I probably lean toward the negative side of advertising, I don't of course think graphic design to be a "bad thing."

Discussion

As stated in the introduction, graphic design is relatively new in the world of art. Its humble beginnings sprang from the industrial boom seducing its audiences with ever-increasing creativity and use of technology, to where we are today: unable to discern fact from fiction. Even though it is comparatively new, its predecessors can be seen throughout history. Examples range from the Egyptian pyramids to the

ornate fourteenth century type settings found in Bibles and other documents of the time. Through graphic design, people are warned about dangers, informed about the world, even introduced to new concepts. Graphic design is found in many areas and platforms. From magazines to posters, from CD covers to packaging, from TV to the internet-graphic design is seen everywhere.

One of the largest areas and biggest industries in the graphic design field is advertising. One main purpose of advertising is to take a product and make the intended audience want it, and hopefully, even the non-intended audience. Not all graphic design is advertising, but almost ninety-nine percent of advertising is graphic design.

Another trait that separates graphic design from the rest of the art world is a question that has been asked for decades: "is graphic design an art, science, business, craft, or language?" (Heller & Ballance, 2001, p.3). Graphic design not only uses graphics to communicate, but text and many other areas of science (subliminal messaging) and business as well. Design is not as simple as slapping a photo next to a title; it is appealing to the left and right sides of a person's brain – to hopefully make a lasting impression. Great time, effort, and money is put into each advertising design with not the smallest detail left uncared for. Research is constantly carried out to discover the minutest details of the audience, down to their very psyche. Yet, graphic design in the early fifties was under great fire from critics who questioned whether it worked at all. But as I will discuss soon, it is very clear the effectiveness of graphic design.

A difference between graphic design and technical writing is that in technical writing, words are the main source of information, and occasionally supported by a graphic, but only under the strictest guidelines. In graphic design, the picture is the main concept, and the text merely supports the graphic. Key (1980) states that "The consumer block-reads the paragraphs at a glance, consciously accepting them as something meaningful. Nevertheless, should a consumer carefully read the copy, it is like money in the bank for the advertiser" (p.5). He also goes on to say "...the psychological trigger that justifies the

expense for the art, reproduction, paper, and distribution – resides in the picture" (p.5). Graphic design takes the drab, somewhat lifeless points of information we call text and transforms it into a tangible idea we can identify with.

Progression in advertising has had as many faces as has the automobile. It is constantly growing and changing to fit the times (and the ever-fickle audience), but the driving force behind advertising is money, and this will never change. A designer will stop at nothing to entice you with a product. Humor, shock, sex – these scratch the surface of ways to creep into our senses and persuade us to buy. And don't think our subconscious doesn't catch on. Advertising in many cases has reduced the human into nothing more than a Pavlovian experiment. The second an image is flashed across the screen, we find ourselves frothing at the mouth wanting it, and more of it. Oh yes, advertising does work.

Subliminal messaging is not the only way to persuade people to purchase, though. Over time, advertising through magazines, television, music,

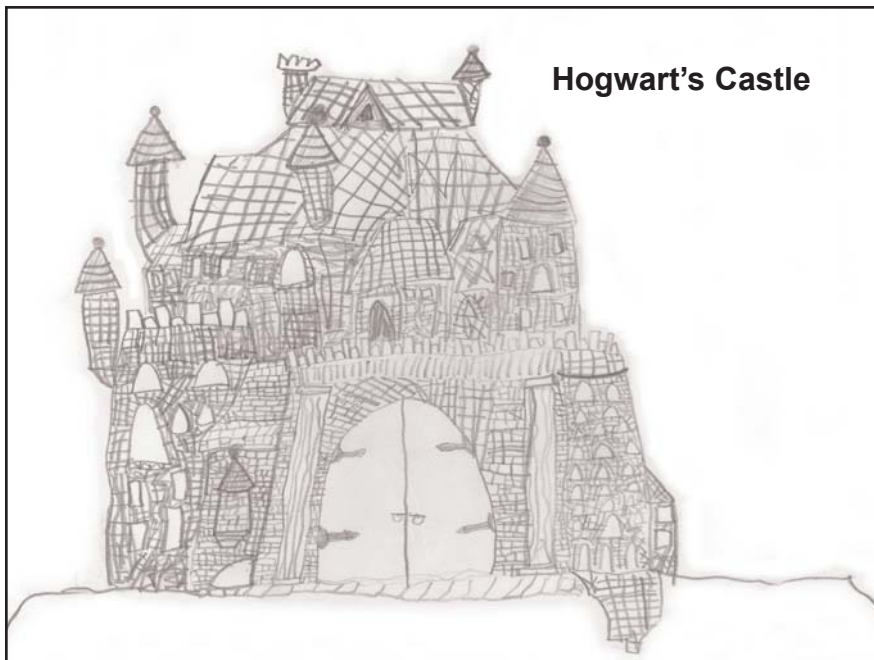
and even the internet has painted a picture of how life "should" be (i.e. "pop culture"), and people have been scrambling to stay "cool" ever since. This culture has been reared from the money-hungry minds driving today's biggest industries – all to make a dollar. Advertising is a very powerful thing.

But is this ethical? Is it ethical to show only the most attractive women and say this is how every woman should look? Is it ethical to say the only way to have a good time is through beer? Is it ethical to make a second rate piece of trash look first class? Is it ethical to trick with subliminal imagery? Is it ethical to simply lie, or wield people's emotions in a direction from which the company will profit? What part does ethics play in all this?

Markel (2001) describes ethics as "... the study of the principles of conduct that apply to an individual or group" (p. 22). This definition sounds simply like abiding by the Golden Rule, but the key to this definition is found in the last part of the sentence: "... apply to an individual or group." Right there, ethics is out the window. With an ever-changing society in which everyone wants special rights, wanting to be

individuals, and supposedly trying to embrace all cultures and things, how on earth can we be ethical when ethics is relative to culture? This is a hurdle constantly in the way in graphic design. An appalling ad to one person is a good laugh to another. A sexually explicit ad in France may pass by barely noticed, but that same ad may drive an American to sue the TV station, ad agency, and anyone else caught in the way! An Avant Garde magazine cover in the 60's caused an uproar among the American middle class because of highly stylized bare breasts on the cover. Would someone even think twice about that now (Heller & Balance, p. 31)? These are issues a graphic designer must take into consideration. Is the design appropriate and effective to the audience?

PICTOGLYPH



Caetano Mendoza Kjelstrom (age 7) is a 1st grader in Las Vegas, NM. He likes visiting his Nana, aunts, and cousins in Clovis and likes to draw for fun. He's thinking about being a Veterinarian, but says he may change his mind. He drew "Hogwart's Castle" when he was 6.

An excellent example of a controversial (and most would agree, unethical) advertisement would be the Johnny Walker whisky ad that ran in all of the major magazines in 1977. It was simply a glass with ice cubes. That was it. For most people, it was mainly a page they skipped over, but for a recovering alcoholic, it was simply torture.

A look deeper into the ad showed some very disturbing images. Air brushed into the ice cubes were twelve images, all of which were depictions of an alcoholic's common hallucinations that are experienced while going through withdrawals. The ad was directly targeting the suffering, trying-to-recover alcoholic in hopes of making him or her drink again. With pictures ranging from a castrated penis to a dehydrating man, to a snake charmer, this ad did nothing but horrible damage to the target viewer. In many cases, Johnny Walker Whisky succeeded in their campaign, driving people back to drinking, and driving sales through the roof (Key, 1980). Is this ethical? While this true story is also a great example for the subliminal, I believe it is just as important for the ethical. In the general accepted ethical standards, this is not ethical by any stretch of the imagination, yet this kind of campaign is an on-going thing.

There is always an argument in favor of the somewhat un-ethical. I was recently involved in a conversation with a car salesman, and during our conversation I bluntly asked him how he could sit behind a desk and watch a customer sign their life and money away on a car they really can't afford. His answer was an interesting one: "They are out to buy a car. They are going to buy a car no matter what. It might as well be from me, or they'll go down the road and buy somewhere else." What a sad, but true sentiment.

Is the real factor here that we are going to succumb to temptation no matter what? Is advertising simply a contest to see which product the consumer will fall for first? Is it a match to grab the back-sliding alcoholic's attention before he gets to the next liquor ad? Are we, the audience, the true un-ethical ones? Obviously, if the approach didn't work, they wouldn't still be doing it, right?

Conclusion

Unfortunately, the laws against false advertising are

sketchy at best, and loop-holes are simply too easy to find, so anything goes in the world of advertising. Is this ethical? I don't believe it is. In theory, a product should be represented by truth. If a company has a bad product, they should either improve it or not sell it. They should not lie to the consumer and trick them into buying. In truth, we know that eating non-fat margarine will not make us look like a supermodel. Ultimately, though, it is we the consumers who make the final decision. No one makes us buy what we buy, or do what we do; that is our choice. Graphic design can merely act as the devil on your shoulder to poke and prod you in the direction it wants you to go.

Nearly every art form has been the source of controversy at one point or another over time, and graphic design is no exception. With the continuing advances in technology, bad is sure to come with the good. All we can hope to do is hold to what we believe, ethical or not, and gauge our practices and lifestyles accordingly. As I stated in the introduction, graphic design is one of the most powerful communicators, but it is we the audience who hold the fate of this profession in our hands. What I have discussed merely scratches the surface in this area, but hopefully I have shown a darker side to advertising and maybe opened your eyes a little to the darker side of the industry, even maybe making you think twice about the things you are purchasing. Nothing in the world of design is by accident.

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Christan is currently a Graphic Design student at CCC. The lighthouse art of this issue of Palabras is his.

STEM CELL RESEARCH: THE FOUNDATION

KATHIE MCELROY

In late 1998, developmental biologist James Thomson (along with a group of scientists at the University of Wisconsin-Madison) opened the floodgates of moral and ethical controversy with the discovery of the first successful way to not only isolate, but also culture human embryonic stem cells. While medical research on embryonic stem cells offers much promise towards the prevention and cure of devastating diseases and conditions, staunch pro-life advocates such as Jay Dickey, Republican Representative of Arkansas, are fighting against federal funding saying that "Stem cell research is nothing more than dismembering a human being" (Levine 2000). Does the potential for the individual life outweigh the enormous, immeasurable potential for the terrific improvement to the quality of lives already in existence? In order to understand the two sides, it is absolutely essential to clarify just what stem cells are, how they can be harvested, and if there is an acceptable middle ground.

Defining Stem Cells

What exactly are stem cells? They are the fore-runner cells to all other cells in our body and are capable of dividing indefinitely. Think of the single cell that is created when a sperm from a human male fertilizes an egg from a human female. That tiny cell has the potential to become a whole separate, living, and breathing human being. That initial fertilized egg is totipotent, meaning it has unlimited capability (National Institute of Health 2000). The totipotent cell is immature and has not yet specialized. In the first few hours, the cell will duplicate and form another totipotent cell, which will then have the potential to develop into a fetus. Potential is the key word, as you'll soon see.

After about four days, these totipotent cells begin to specialize to form the blastocyst. The blastocyst is like a balloon in that it is a hollow sphere of cells with its own outer layer of cells. The outer layer of cells will go on to form the placenta and other supporting tissues needed for fetal develop-

ment in the uterus. Inside the balloon-like blastocyst, the cells will specialize into any one of the number of functions needed to sustain or support life save one: they cannot form the placenta nor its supporting tissues. Since their potential is not total, these cells are pluripotent, not totipotent and not considered an embryo. Why? Because even if the cluster of cells found in the blastocyst were placed inside a uterus, it could never develop into a fetus (National Institute of Health 2000).

The previous explanation of a stem cell seems reasonable enough, so why all the controversy? Pro-life advocates are concerned with and even critical of the source from which these stem cells are harvested. To date there are only three sources from which to harvest the embryonic stem cells: excess embryos donated by infertile couples working with doctors at in-vitro fertilization clinics (where informed consent forms have been signed by the donor couples); sex cells from aborted fetal tissue (where informed consent has been obtained from the donors only after their decision had been made to terminate the pregnancy); and the last, of which is arguably the most controversial, involves the joining of a sperm and egg in a petri dish for the sole purpose of science (Zuckerman 2001).

Opponents of stem cell research, such as The Coalition of Americans for Research Ethics, object to it because the embryo has to be destroyed in order to get the cells. They feel that an embryo is a human being that should be protected. They also firmly believe that life begins at conception, and for that reason, destroying an embryo is an evil act of murder, no matter what the medical worth. "It's a question of morality," says C. Ben Mitchell, senior fellow at the Center for Bioethics and Human Dignity based in Deerfield, Illinois (Hall July 2001). The bottom line for pro-life advocates is that life is life, period.

Medical Values

Just what are some of the medical values that make this issue the source of such a complicated and heated debate? Stem cells have the awesome ability to specialize into any one of a variety of tissues in the body. What scientists are theorizing is that once the developmental direction of these cells can be harnessed, there is no end to the medical miracles ahead. For instance, they could be used to aid in the reversal of the effects of Parkinson's disease (whose most famous victim is Michael J. Fox) and Alzheimer's disease (President Ronald Reagan);

repair damaged spinal cords (Christopher Reeves); or replace cells in cases of burn and stroke victims. Can you imagine one day having an unlimited supply of organs for transplant patients? The avenues of stem cell research to be explored in the medical field are countless. Below are details of just two examples of curative advances as detailed in the National Institute of Health's *Stem Cells: A Primer*:

1. Transplant of healthy heart muscle cells could provide new hope for patients with chronic heart disease whose hearts can no longer pump adequately. The hope is to develop heart muscle cells from human pluripotent stem cells and transplant them into a failing heart muscle in order to augment the function of the failing heart. Preliminary work in mice and other animals has demonstrated that healthy heart muscle cells transplanted into the heart successfully repopulate the heart tissue and work together with the host cells. These experiments show that this type of transplantation is feasible.
2. In the many individuals who suffer from Type I diabetes, the production of insulin by specialized pancreatic cells, called islet cells, is disrupted. There is evidence that transplantation of either the entire pancreas or isolated islet cells could mitigate the need for insulin injections. Islet cell lines derived from human pluripotent stem cells could be used for diabetes research and, ultimately, for transplantation. (2001)

Understanding stem cell technology could also revolutionize the world of drug development and testing. Testing of new chemicals could be initiated on human cell lines and then continue on with humans when deemed safe (National Institute of Health 2000). This would undoubtedly save years, and some of the extensive labor involved in the testing process.

The Debate

As one can well see, for some observers, embryonic stem cell research is the taking of a life, and yet for others it is the giving of life. Does the promise of what this avenue of research can bring outweigh the moral cost of the process used to derive these cells? Is it at all possible to find some sort of acceptable middle ground or are we trapped in this moral gridlock forever? Some believe that the

answer to these questions may be found with the help of Roscoe G. Bartlett (R-McL).

Middle Ground

Congressman Bartlett has a 100% pro-life voting record in Congress (Bartlett, September 2001), and is completely opposed to ever purposely destroying a human being. However, he has the unique advantage in this debate of being the only member of Congress to hold a doctorate in physiology. He believes that it is feasible to remove a few stem cells from the embryo in its earliest stages without actually killing the embryo. The process is similar to that of extracting the stem cells from adult donors as in the following example:

Cells are removed from the bone marrow of a laboratory mouse. Only about 1 cell in 100,000 is the sought-after stem cell. The stem cells tend to be smaller and lack certain biological markers compared with more mature, specialized cells. Researchers narrow the hunt by sorting for cells with the right characteristics. The sorted cells are labeled with fluorescent dye and injected into the bloodstream of another mouse. Two days later, the stem cells have somehow found their way to the bone fluorescent dye and injected into the bloodstream of another mouse. Two days later, the stem cells have somehow found their way to the bone marrow of the recipient. The labeled cells are removed one by one from the bone marrow, and each is injected into another mouse. Scientists then trace the cells for weeks or months as they mature and migrate to various organs. About one in every six turns out to be a stem cell. (Hall 2001)

This is a highly technical and complex process, but steps are taken to protect the donor of the cells, as would be the case with the embryo.

When it comes to stem cell research, it is highly unlikely that pro-life advocates and supporters of the research will ever completely agree on when personhood begins. Consequently, there will forever be a question of ethics and morality. To culture human embryonic stem cells is controversial to say the least, but with present and future technologies, there is a resounding confidence that a viable medium will be found. Congressman Bartlett described just one process, which is worthy of intense probing. It

is critical that the powers-that-be stop debating long enough to make positively sure they are fighting for the right reasons. Lives, young and old, are at stake and any moment that is selfishly spent on egos and political supremacy is the true violation of life.

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Kathie received an Associates of Arts degree from Clovis Community College in December of 2002. She is currently working on her Bachelor of Science degree with an emphasis in Communicative Disorders at ENMU. Once she has earned her Master's degree she will be ready to work in the public school system as a Speech and Language Pathologist. She resides in Clovis with her husband, 4th grade daughter, a bird who adores her, a cat who is boss, and a faithful dog who still hasn't figured out which door she comes home through each evening.

Perspectives

Articles or Essays of controversy are one of Palabras's favourite pastimes. If you'd like to write a refutation or an alternate perspective to any article herein, the deadline is September 15, 2003 for the Fall 2003 issue.



TROUBLESOME EFFECTS OF SMOKING

KAZUE MIRCHANDANI

"Sick and tired" are the right words for the feeling of most of the smokers who have been smoking for many years. Smokers who have experienced quitting smoking for a while and went back to smoking again can realize the fact that smoking is really troublesome in many ways: we get tired easily and have less energy, we damage ourselves mentally and physically. We waste our time and money, and we contaminate the environment and negatively affect the next generation. We don't see the heavy health results to which we are heading everyday in our lives.

We get tired easily and have less energy. We usually are good at doing everyday routine things such as washing dishes and sweeping the kitchen floor. However, we get too tired to do anything extra such as raking dead leaves in our backyard or organizing numerous letters and receipts which have accumulated in cardboard boxes for many years. Sometimes smokers don't have the simple energy to smile at other people. Sometimes we talk a lot or make plans, but our actions slide down, and we put things off until later. Soon, we don't even remember to do our daily activities.

Smokers, are we relaxed and comfortable? Not at all. We can't function on such a simple level of behavior. We can't sit, talk, study, work, drive, write, read, watch TV, and cook without a smoking break. We are restless. Especially after we start to think about quitting; the condition gets even worse because our conscience starts fighting against our cravings negatively. It is so much easier for our mind to support some positive action instead. We like to *think* about something like putting flowers on the table, putting a candle in the bathroom, or calling children and friends to plan something like a vacation, but not about quitting smoking (or doing school work).

We are not happy about how we look and smell. Our faces look older, having a lot of wrinkles and yellowed teeth. Our body, hair, and clothes smell like cigarettes everywhere. When we talk, hug and kiss, our breath smells bad. Your significant other may say, "I feel like I'm sleeping with an ashtray." If

we'd stop smoking, even our pets may not recognize us anymore!

We spend so much money and time on smoking. We don't need to mention how sorry we are about spending so much money on cigarettes every year. Smokers dream about if we could stop smoking. We dream about if we could spend that money to do something better and precious. We spend our time not only smoking but also driving to buy cigarettes, dumping cigarettes into the trash and cleaning ashtrays. When we go out we make sure that we have our precious cigarettes right next to us.

Our environment stinks. It's no wonder that those nice hotels don't have smoking rooms. Especially our houses, which are so full of dust in the air, and that dust will settle on that stinky tar without fail. Then it becomes a dark, stinky, smelly, dingy yellow enemy to our peaceful minds. Stinky habit doesn't just stay in our house and car; it spreads to our babies, older kids and other humans. The inside of our body stinks. If there is oxygen and carbon monoxide in our blood stream, the hemoglobin binds together with carbon monoxide over oxygen. Healthy cilia on the trachea bring phlegm upward so that we spit the phlegm out of our body. Our cilia may be killed by dark tar. The hairs inside of our nose grow much faster than those of non-smokers. We try to take calcium supplements; however, as long as we smoke, it is not efficient. We shouldn't even take hormone replacement medicine, for our blood may clot. We are at a higher risk to get heart disease, cancer, lung disease, and osteoporosis.

Smoking is troublesome in many ways: less energy, tiredness, mental and physical discomfort, wasting time and money, environmental factors, and disease. We need to succeed over smoking – whatever it takes!

Kazue is a prospective Nursing student at CCC. She's also a translator of English into Japanese, and has two boys graduating from college (one from the University of Colorado in Computer Programming, and the other from the University of Pacific in Stockton, CA in Biology). She loves Japanese food, especially Sushi, and she used to sing jazz.

After she wrote this essay last December, she was able to quit smoking – after 33 years of it!



ARE YOU RESPONSIBLE?

ANGELA SUE MONROE

Responsibility seems to be a rare commodity today. It's a concept that automatically brings to mind pictures of parents or teachers shaking their fingers and telling you to grow up. If there were a survey taken of all your friends, family members, acquaintances, and co-workers, what would the one word be that they would use to describe you? Would it be "responsible"? Do you see yourself as being responsible or would you rather be thought of as a "free spirit"? What does it mean to be responsible?

The American Heritage Dictionary's (4th edit.) definition is: 1) Liable to be required to give an account for something, 2) Involving personal accountability: a responsible position, 3) Being a source or cause (712). *Roget's College Thesaurus* likens it to: trustworthy, dependable, answerable, liable, chargeable; solvent (685). That last one surprised me, didn't it you? Would you consider yourself irresponsible if you were broke? By definition you should. If a co-worker asked you for a dollar to buy a soda and said they were a little short this week but they'd get you paid back next week, would you think them less responsible than you had previously, or would you even give it any thought at all?

In today's world, the standard is 'buy now, pay later' – and if you can't pay later, there's always bankruptcy. What ever happened to working hard, budgeting your money, saving what you can, and then getting what you want? There's no instant gratification to be found in doing things this way, but you do learn to be accountable, dependable, trustworthy (*RCT* 685). It's hard to be responsible, or to give a good account of yourself at the end of the day. It may mean making difficult choices between what you *want* to do and what you *ought* to do: Do you clean the house or do you watch T.V.? Do you go to work, or do you call in sick and go shopping? Do you slip that accidentally given, extra ten dollar bill in your wallet and leave as quickly as possible, or do you call the server back to your table to return the money and let he(r) know that s/he made a mistake in your change? No one ever said being responsible was easy. There are, however, great benefits in

life that can only be realized through responsibility.

Joseph didn't become the ruler of Egypt, second only to Pharaoh, overnight. He was hated by his brothers who plotted against him, stripped him, threw him into a dry well, and sold him for twenty shekels (ten ounces of silver) to the Ishmaelites (Gen. 37:18-28). They, in turn, sold him to Potiphar, one of Pharaoh's officials (the captain of the guard), who put him to work – hard work – until he proved himself to be dependable, reliable, and responsible. Joseph was put in charge of Potiphar's entire household and ran it admirably (39:1-6). Of course, at this point you might think things were going fairly well for him, and they were right up until Potiphar's wife falsely claimed that he had tried to rape her and he landed in prison (39:7-20). But once again, Joseph proved himself to be trustworthy and dependable: "so the warden put Joseph in charge of all those held in the prison, and he was made responsible for all that was done there. The warden paid no attention to anything under Joseph's care because the Lord was with Joseph and gave him success in whatever he did" (39:22-23).

No, Joseph didn't sit around waiting for someone to come along to give him a wonderful life. Nor did he sit around crying over how his life would have been better if only he hadn't been hated or lied about. He took his God-given talents and put them to use where he was. He didn't always have it easy; in fact, by today's standards, his life would seem appalling, but he did make right choices. It might have been tempting to sleep with Potiphar's wife (to prevent her from making the false claim) and keep a cushy position as head of his master's household, but Joseph knew something about responsibility, personal accountability that too few people today take the time to learn or practice.

When everything you know is turned upside down, when everything you have has been stripped away, all that you're left with is your integrity, your honesty, and your sense of responsibility. It may be an outdated concept for the majority of society, but the benefits are just as valuable today as they were thirty-eight hundred years ago. It is our responsibility to teach the next generation to be trustworthy, to embrace their responsibilities rather than to shrink away from them. It's the only way to live free.

Angela is a prospective Nursing student at CCC, and a supervisor of a retail store in Clovis.

TELL ME A STORY, GRANDPA

DEBORAH L SNIPES

In Western culture, we do not value the younger generation anymore than we value the older one. Age-specific discrimination have been directed toward those of our society who subsist near either end of the "average" life span. The younger generation struggles against incontrovertible standards: manners of dress, styles of music, rights of passage. The older generation struggles against seemingly unavoidable disappointments: custodial care givers, fixed incomes, absent loved ones. The inability of people from one stage of descent to identify with those from another stage is referred to as the generation gap.

generation: 1. the act of creating. 2. the average interval between stages of descent.

gap: 1. a blank space. 2. an incomplete or deficient area, a rift.

A generation gap is, therefore, the act of creating a rift between various stages of descent. While mere time does play its part, it is the pursuit of the "self" that gives this dysfunction a life of its own. It is quite intentional, and avoidable if only we could all be more conscious of the entire scope of life.

How do you feel about your parents? How do you think your kids feel about you? Does the generation gap really exist? Has it always been there, or is it a manifestation of modern living where whole families rarely stay together under the same roof, let alone sleep in the same bed as they were once wont to do? The connection between the generations has become vague and ambiguous; the connection between people has become disposable.

The quest for individuality is not really a new concept, but it has been blown out of proportion in Western society over the years. It's admirable that Americans can pull together so quickly and completely when disaster strikes, but what about *every-day* considerations for each other? So often our young people are treated with impatience and disdain. Having their own language, their own way of

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doing things has always caused frustration with their elders. Knowing they are not accepted as themselves often makes young people feel separated, misunderstood, even angry: grown-ups can't possibly understand us, they don't even like us. The more our elders demand conformity, the more our youngsters fight to be different. The void grows wider with each flying year.

Being soaked with responsibility can make a person self-centered. As we strive for the elusive happiness, we lose touch with our beginnings and our ends. All we can feel is the urgency of our commitments; the importance of our accomplishments; and the significance of ourselves. "Please be cooperative today. Mommy has a lot to do," we implore our children. "You need to sell the house, it's time to move on," we reason with a grieving parent who has buried his or her spouse of over four decades. How soon we forget what it was like to be a struggling youngster; how easily we ignore the inevitable future. Where is the *time* and *effort* needed to effectively guide those who will be taking over for you eventually? Where is the consideration and responsibility needed for those who will no doubt make room for you inevitably?

Our elders have a totally different mind-set. Their efforts to maintain some quality of life are based on uncomplicated motivations. Yet, they can be just as self-centered in their approach. The world changes so drastically from one decade to another that by the time retirement age shows up, change can be perceived as a looming giant. Young people desire change; old people resist it. The "new" generation represents change. The hardships that people endure throughout the life span can facilitate intolerance, making them unyielding. You have to be responsive and giving if you want anyone to hang out with you. Don't get old and sour on people; don't perpetuate the gap. Yes, the youngsters can be arduous – but couldn't a responsible, worldly veteran endeavor to flimflam the little ankle-biters into following directions? [You] shouldn't give up.

It's plain to see that it's no one group's fault, but rather a lack of cooperation from our society as a whole. Whether you are part of a community or part of a family, you have to value everyone's opinion. Being an individual is all well and good, but not at the expense of anyone else's harmony. All interpersonal relationships are unique and irreplaceable and each one suits a specific purpose (R. Biddle, CCC, COMM. 101, August, 2001). While the older

generation is unwilling to include, the younger generation is unwilling to participate (and that goes for just about any activity). People really do get stuck in their ways, stuck on themselves. Let us be mindful of one another, give in 'til it [feels better]. A gap is a cavity, a void, a chasm; be careful you don't fall in all by yourself.

Deborah is currently working on her degree in Nursing at CCC. She thrives on the stress of the program and is totally enjoying herself.

STARS

CHRISTI LEIGH VINES

Climb onto the hood and rest your head
Gaze up to the sky
Black, sparkling stars, shining bright

The cool of the steel and glass
The sound of the dimples pop
Together we gaze in awe at God's
wonders
Is that the Big Dipper?
Is that the Little Dipper?
Where's the North Star?
Look, over there!

Soothing, cool breeze
Comforting, black and silver sky
It's not late
It's not bedtime, yet
Just a little longer

Watch out for the June bugs
As we walk toward the door
I'll carry you, come up here
Rest your soft cheek on my shoulder
I will stroke your perfect little head
How I miss those nights.

Christy is the Director of Title V & Institutional Research at CCC. She began writing because she wanted to capture the happy memories of her childhood, family, and her children when they were little.

CASTAWAY

MARK REINHOLZ

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Most people look at me and don't see a problem, but a problem is what I have. I am married to one man but at the same time I am in love with another woman. My husband and I fell in love in high school and all through college our love grew. It finally bloomed into three beautiful children, the house, and a car. I always knew that someday the flower of love would wilt. It had been seeded in poor soil. I did not know that I was gay.

I didn't even know what the word meant. I was raised in a strong Catholic community where things like sexuality were not discussed. It wasn't until college that I realized that the feelings inside me had a name. These feelings finally took over when I met Tina, a computer operator at the junior high that I teach at. So now when my husband touches me my mind screams in terror.

The only relief I get from the horror of this ritual is to fantasize about Tina, and the times when we get to sleep together. This arrangement allows me to tolerate my marriage, but I can't tolerate living a lie. I must make a decision that will change the direction of my life. Should I stay with my husband or leave him for my female lover?

If I were to leave my husband, I would be placed in the world of outcasts. The society that I deal with has no room for a person that does not fit their mold. I would not be seen as a fit mother, and would have to fight for my children in a public court battle. With the local news media searching for any dirty laundry to raise ratings, I doubt that I would have any life left to call my own. Do I have the right to drag all the people who are close to me into such a conflict? Can my relationship with everyone stand up to such bombardment? I know I would not be allowed to teach anymore. My new lifestyle would not be tolerated in this school district. This would mean if I leave my husband, I would be giving up all that makes me a person. If I have to change so much of my life all at once, will I still be happy with my decision?

Staying with my husband has its down side, too. Though our relationship looks fine on the outside,

we have deep troubles; we can no longer talk to each other. It's my fault, I guess, that I have secrets I cannot tell him. Living with this secret between us would destroy what love we have for each other. He would have to be told.

When I tell him, our marriage will change instantly. This change could be for the better, but the chance of the change being for the worse is greater. I would have to fight to keep my marriage alive. This battle for my marriage would take me to some doctor's couch. Heavily sedated I would then be forced to tell my most inner secrets to a man I don't have a familiarity with. My children would then grow up in a house that has no love. How can they grow into loving adults if they have no role model to learn by? Again I would have to change every aspect of my life and risk the loss of the ones I love.

It is 3:00 in the morning, and I lie here on my bed going over my problem in my head. I don't mind being awake at this hour. I want to enjoy this last day for as long as I can, for I am going to tell him in the morning. I sit here running my fingers through his hair wondering what I will tell him. As you can see, I have a problem...

Mark is a technical mechanic for the Chemistry department at Montana State University-Bozeman.

HAIKU

LESLIE BUMGARNER

Thundering hooves racing by
Ancient spirits cry
Clouds of choking dust blow by

Gladiolas in the sun
Swaying with the breeze
Colorful faces just to please

Crickets playing strings
Birds singing in the trees
Nature's symphony

Leslie is a native New Mexican and taking courses at CCC to follow her aspiration of future nurse.

