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The Writing Center Essay Gallery presents some of the finest papers written as required in classes taken by students at Kent State University Stark Campus. This is a gallery, a student art show, displaying works that show promise, merit, technical skill, clear understanding and use of the material, and as much as these works should be appreciated, they should also be enjoyed.

The papers included herein were selected from thirty-eight essays, written for twenty-three classes, and representing fourteen academic areas. All papers, whether submitted by faculty or students, were read anonymously by teams of readers composed of faculty members and Writing Center peer tutors.

The included essays were selected because they are examples of one or more of the following techniques which are worthy of note: readability; clear thesis; effective and appropriate support; organization; precise documentation; audience awareness; authorial control; and distinct voice, whether objective and critical, or subjective and parenthetical; all can be effective models for student writers as they write papers across the curriculum.

This Gallery is sponsored by the Writing Center at Kent State University Stark Campus, and operates with the support of Academic Affairs. Thanks to everyone who submitted papers, as well as faculty for their support. Special thanks goes to those who volunteered as readers:

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MAVERICK: MORE THAN A WESTERN

by Salam Abumaraq

Mel Gibson and John Wayne are (ready for this?) twins! Not literally, but they’re both great actors and they are both cowboys. Need I say more? Okay, let’s try this again...when you think of John Wayne you immediately think: actor, cowboy. When you think of Mel Gibson you immediately think: actor...well not exactly cowboy. But, there’s always Maverick!

Maverick is definitely a western which happens to fit perfectly in John Cawelti’s (289-295) checklist of western characteristics. Not to mention specifically the western plots which Frank Gruber (289) categorizes into seven basic ones. Now why on earth a movie would have seven different plots all rolled into one is beyond me...unless it’s trying to simultaneously help the audience overlook the usual images of the heroes, in this case Mel Gibson and Jodie Foster, and ‘play’ on the typical stereotype of what is expected in a western.

Let’s take Mel Gibson; he was great in Lethal Weapon, Bird on a Wire, Forever Young...and the list goes on. Always the brave, good-looking, modern hero. That’s how he’s portrayed in movies, that’s how we see him in interviews, so that’s how he must be. One of the most important elements of a movie is a convincing cast. In this case Mel Gibson had to fit the image of a cowboy in order to authenticate the overall story in Maverick. He dressed like a cowboy, fought like one (or so we are told), wielded a gun like one, and rode a horse like one.

Jodie Foster also happens to be a beautiful, modern young actress, and we aren’t used to seeing her as a western ‘belle’...named Annabelle. So the wonderful screen writers decide to help us overlook the fact that she wasn’t alive a hundred and some years ago, and she usually doesn’t wear poofy dresses and ridiculous bonnets. By adding a costume, and making sure she perfected a southern accent, ‘typical’ of western young ladies ‘back in the days’, Poof! You have a convincing leading cast!

Now that we have the cast all set to play these parts so unlike them, we need to make sure they are surrounded by western settings to enhance the movie’s authenticity. How do we do that? Simply by taking one, or in this
case ALL, of Gruber's seven plots that all westerns must revolve around in order to look like a western.

Maverick starts out with what Gruber (289) calls a Revenge Story. We have Brett Maverick (Gibson) himself hanging on to a horse for dear life. We also have the Mexican telling him ever so smugly that he should never have 1) fooled him in to thinking that he was tougher than he really is by paying off a few men to pretend he was beating them up, in a successful attempt to discourage other men from challenging him to fight, and 2) considered playing in the poker championships, with a half million dollar prize, which was right around the corner. To top it off, Brett is sitting atop a horse, with hands bound behind his back, and a noose around his neck...so if the horse moves, Brett hangs!

Then again, he can't possibly die. After all, he is the hero and the movie has just begin, but to make the audience more anxious and increase the suspense, Brett begins reminiscing about what exactly got him into this situation in the first place. As Brett begins to spin his tale, we realize the story has now taken on a different plot, combining Gruber's Ranch Story with his Empire Story which traditionally focuses on the conflicts between ranchers and rustlers (289). In this case all you have to do is substitute 'ranchers' with gamblers, and 'rustlers' with gunfighters...or the mean looking guys with a low voice, bandanna around their necks, and a gun at their sides ready to be used if, God forbid, anybody says or does anything to offend them.

He manages to avoid too much real trouble by proving himself to be more than a match for any gunfighter, with his 'quick draw', not to mention his free demonstration of his extraordinary fighting skills when four men called him out, ironically just when he was being challenged by the 'Mexican', and somehow manages to beat them all. Extinguishing any hopes others might have had in the event they called him out to demand satisfaction for his insults and insolence, avoiding any other invitations all together. Things go smoothly for a while until Annabelle repeatedly tries to steal his money. In retribution he forces her to wash his 'lucky' shirt, and she purposely shrinks it, and he runs after her and catches up with her just as she is boarding a ferry...Thus begins their long journey, together, to the poker championships.

Surprise, surprise when on the ferry they encounter Zane Cooper (Garner), who happens to be a Marshall. So now we have switched over to Gruber's Marshall story (289). Cooper accompanies them all the way to the championships and becomes one of the leading characters in the story. Of course, all western movies must have a Marshall. Now, I hate to ruin the ending for you, but the honest and trustworthy Marshall, who is entrusted...
with the prize money in the first place, decides that having all of this money within his grasp and not helping himself to it is not a very smart choice. So he gladly sacrifices his impeccable reputation for half a million dollars! Now we have successfully turned the Marshall into an outlaw, which we can already guess happens to be another element in Gruber’s seven plots, the Outlaw Story (289).

After Brett, Annabelle, and Cooper get off the ferry, they begin their long expedition across the desert (the west is mostly desert- isn’t that true?) on a stagecoach! And, of course, this is no ordinary ride, the driver dies and you have Brett over and under the stagecoach trying to find a way to stop the horses before they get really lost. Little do they know that up ahead is a cliff and Brett barely pulls the horses to a stop at the edge of the cliff! Here you have the Union Pacific Story (Gruber 289), which revolves around the adventures of a stagecoach. Now how many times have you seen that in a western?

We must put our hero to the test, so Brett, from the impact of the sudden halt, flies over the horses and over the edge of the cliff. He barely manages to grab ahold of a pile of rocks for dear life! (Does this sound familiar?) Of course he survives this ordeal and they continue on with their journey. All westerns have to mention Indians, otherwise it just wouldn’t really be a western. Once again Brett is put to the test. Along the way they encounter a religious group which is saving money to start a mission. Unfortunately, their money is stolen from them (from Indians for sure) and the Three Musketeers volunteer to get the money back for them (for a price). They find the outlaws (to the disappointment of the audience) who took the money, and Brett single-handedly defeats seven full-grown men. This could be called Custer’s Last Stand (Gruber 289) plot, since the actors give you the impression that Brett probably won’t walk away from this confrontation alive.

The other aspect of the Last Stand Story is the Indian Story...Brett encounters both. After they triumphantly bring the money back to the mission, they hear drums (definitely Indians this time) and before their very eyes appear a whole band of Indians. Brett heroically volunteers to sacrifice himself in exchange for the welfare of the rest of the group. He leaves with a sense of doom and is considered a hero. He may not come back alive! (I won’t ruin the ending for you, watch the movie!)

The movie begins with one plot, and manages to incorporate six other ones, and changes every few scenes. Despite the fact that Mel Gibson is not cowboy material, and Jodie Foster isn’t a bold, manipulative saloon girl, this is definitely a western (by stereotypical standards). And a great one at that!
Works Cited


YAK ATTACK: A PERSONAL STUDY IN WAVE DYNAMICS AND SURFING

by Will Boron

A wave is moving energy... the energy moves; the water essentially remains in place. Surfing is the art of harnessing that ocean energy, and in doing that the surfer momentarily becomes a sea creature, moving in rapport with the waves. (Wolkomir 36, 38)

This is the feeling I began to share and understand with my initiation as a Mahilini; or new surfer (Patterson 21), in the residual-storm waves; signatures of hurricane Bertha, which had passed through Cape Hatteras just a few days prior to my visit. As I renewed an old love affair with the sea, I embarked also on a quest to know and comprehend the forces at work in the pulse of its waves, and to master the art of wave riding. In my endeavor I found that one must indeed have an intimate knowledge of the basics of surfing and the forces of wave energy; equally important, however, are the awareness of current-local conditions and the ability to predict the effects of those forces on the coastal environment. To the resourceful individual this information is readily available.

My vessel was a relatively new invention called a Yak Board (Yak), which combines the riding position and maneuvering method of the sea kayak with the agility and function of the surf board. The Yak Board is approximately 9 feet in length, as opposed to the sea kayak's customary 14 to 19 feet. The loss of stability resultant of this shorter length is countered with a considerably wider-flatter bottom (Sussman 67). The most noticeable difference between the two, however, is the fact that the kayak "in one sense... is not even a boat, but rather something you wear that keeps you afloat" (Theroux 42). The Yak is actually close kin to a vessel entertaining a small following in the surfing world, the surf ski, with one minor deviation, straps; as with the traditional sea kayak, you are bonded to your vehicle almost no matter what happens. The Yak and the surf ski share the same basic structural design; essentially they are slightly wide-thick surf boards with depressions for footholds and a small harness to support your lower back (Holmes. On-line).

The novice Yakker gains some particular advantages over the board Mahilini such as the fact that gaining standing position is not a factor, reduced
fatigue, and most noticeably, the far greater speeds achievable with the paddle, which means a great advantage in obtaining wave position. Patterson’s advice holds true for surfers of all varieties; “Mastery of the art of paddling is most essential before attempting to ride the waves. It is necessary to gain considerable speed before the wave and then to keep the path perpendicular to the wave front” (Patterson 27). The usable surface of the wave (to a surfer) is right at the edge of where the wave is spilling. The trick is to aim slightly away from the breaking area while maintaining a relative position to the crest.

Like most board surfers, Yakkers often disdain the use of life vests to reduce the chances of being injured by one’s own board when finding oneself in pilikia (trouble). The surfer’s body is able to slip beneath the surface of the water, where the board remains (personal communication; Surf Instructor/Advisor, August 3, 1996). In such a situation Patterson suggests:

Whenever you are spilled or thrown from your board, always attempt to keep hold of the board and get it back under control. If you have your hands on the board, you will know where it is and it will not be hitting you unexpectedly. Also, other surf-riders will not be subjected to the dangers of a “free” board through your carelessness. (30)

Bruce Fisher, a Floridian Yakker who provides a surfing FAQ on the Internet, offers some basic, but crucial, advice on surfing etiquette and courtesy:

When you join in the crowd, consider yourself at the back of the line. When a good wave comes, several people may start, but the one closest to the breaking part of the wave is considered to have the right of way (and indeed is in the best position to surf that wave). Don’t try to drop in on a wave. If someone is already on a wave, never try to ride it. Never. Be cognizant of the fact that folks with surf boards usually have to work a little harder to get on a wave, and will be starting out a few seconds earlier—if you see that, don’t try to “out race” them for the wave and create a conflict—be cool. Boat control around other surfers is critical. If you don’t have boat control, find an empty beach and get it. (4)

One of the most important tools that any Mahilini can take with him into the water that first day is knowledge. Rick Grigg, PhD, Professor of Oceanography at the University of Hawaii in Honolulu, says that knowledge...
can be "the difference between walking out of the water and being carried out." He asserts that absolutely essential to surfing is the ability to swim (well) and a good physical condition (Pacelli 146). Wolkomir affirms that "a surfer who can size up a wave--understanding the forces it represents--is less likely to make mistakes that lose competitions, and lives" (39). These assertions are substantiated by Kenneth L. DeHart, MD, Director of Emergency Medicine at Grand Strand General Hospital in Myrtle Beach, SC, who states that surfing injury is relatively commonplace, the most prevalent of which include "anterior shoulder dislocations, cervical spine injuries, broken noses, and abrasions..." but that the extra strength and flexibility that accompany physical fitness can offer some protection (Pacelli 146, 149).

A wave is moving energy. Most ocean waves are created by wind, which transfers its energy to the surface-water molecules causing them to move slightly in the same direction, thereby bumping into one another and continuing the transfer of energy. This causes a "bunching" of the water molecules. The resultant vertical rise of water creates a "face" into which the wind imparts more energy, perpetuating this "bunching" effect (Wolkomir 39). G. D. Crapper elaborates; "The size of the waves, both in length and height, increases for the length of time for which the wind has been blowing and the length of water surface, or 'fetch', over which it has been blowing" (11). Varying conditions at sea create a multitude of waves of various heights, periods, and directions. Waves unimpeded (i.e., by other headwinds), dissipate very little energy and can travel for long distances (fetch) and durations. Waves which originated from storms far away are called swell waves, while the locally created waves ("around 100km") are termed sea waves. The latter typically have much shorter wavelengths, which result in smaller waves (Shaw 72).

As I sought the "ultimate wave" from my Yak, I noticed that the waves appeared to come in sets of twos and threes, the last of which was frequently the largest. "Far out at sea, waves from different storms meeting crest to crest can augment each other. Meeting trough to crest they cancel. Such interference causes waves to organize into sets, or groups" (Wolkomir 39).

Grigg explains the breaking of waves in Wolkomir's article:

Because water molecules in wave rise and fall in a circular motion, each wave rests atop a 'cone of energy' of moving water. The cone extends below the wave to a depth equal to half its length... When waves reach water shallower than half their length, the cone of energy drags along the bottom. Then the wave shoals and is ready to break... If
the seabed rises gently, the crest slowly spills over. If it rises abruptly ... the wave's root slows suddenly, the crest shooting forward, and the wave seems to explode. (39)

An interesting point of note: Pacelli quotes Roger B. Lukas, PhD, associate professor of Oceanography at the University of Hawaii in Honolulu, in September of 1990 as stating the reason for the generally smaller waves of the East Coast of the U.S. as due to the “wide and relatively shallow continental shelf ... which robs the waves of some energy as they travel toward shore,” while on the other hand, Hawaii, for instance, has very steep-abrupt parameters which do little to impede the wave's progress before the break (148).

Meanwhile Grigg, of the same department and university, and also co-consultant for Pacelli’s article, is cited by Wolkomir in an article a mere two years prior, as refuting that very fact on the grounds that; “In most places, a continental shelf is 200 feet deep,” and, therefore, could not be a significant factor. He explains this variance in U.S. coastal norms instead by saying, “Hawaii has the best waves because of its proximity to Pacific storms ... not necessarily the strongest, but the biggest. What makes big waves are the strongest storms with the longest fetches,” which are more frequently found in the wider Pacific Ocean (39).

This fall in Oceanography, with Professor Norton, I learned that when waves approach an irregular coastline, they have a tendency to mimic the bottom contours and conform to the coast. This action, known as wave refraction, concentrates wave energy along headlands and disperses it along embayments. “Waves that graze a point of land en route to shore ‘peel’ along their length, which makes them better for surfing, depending on winds and currents” (Wolkomir 39).

It was my good fortune while Yakking the Outer Banks to discover an offshore bar that was producing the above-mentioned phenomena with great regularity and frequency. This allowed me a good deal of practice in the breakers, which I may otherwise have been deprived of due to my inexperience. It was like having my own-miniature Pipeline reef to break the waves for me, but it had disappeared the next morning as the sediment was probably dispersed in a late-night storm.

Another interesting find was merely by happenstance. I was fighting my way through the waves on my return to the breaking point when I found myself in an area of water slightly darker in color, where the paddling was suddenly much easier and more productive. Though ignorant to the reason for this, its implications were not lost on me, and I began to seek this “dark water” out for my returns. Wolkomir explains; “Water from spent breakers,
draining back, forms a longshore current. Finding a channel, it shoots to sea as a rip current. When they can, surfers ride the current out to the line of breakers" (40). Where longshore currents meet, there is a merging of forces which causes a rift in the current line through which the excess water shoreward of the breakers is cycled back out to sea in a rip current (Pinet 257).

Says Grigg:

They [surfers] have to have adequate knowledge of that part of the ocean where they are planning to surf. They should know how deep the water is, what the bottom is like, whether there are rip currents, what the waves are like, how often they break, and where. That is the kind of information that a lifeguard should be able to provide. (Pacelli 146) Admittedly in many areas there is no life guard, or maybe you would rather do the thinking for yourself. Grigg collects weather, wind, and wave information from weather satellites and instrument buoys, sometimes thousands of miles away, to calculate swell sizes that wind will create (Wolkomir 39). You can seek this information from the television or radio. For those with access to an Internet connection a visit can be made to the National Data Buoy Center (NDBC) Home Page or the web site for the Coastal Marine Automated Network (C-MAN). These sites, operated by the National Oceanic and Atmospheric Administration (NOAA), provide ocean-meteorological data (such as wind and wave readings, air and sea temperatures, precipitation, et al) to forecasters, researchers, and others. These readings are obtained from automated data stations and buoys occupying large portions of U.S. coasts and waters (fig 1), although they are rapidly gaining a global perspective (NDBC. On-line).

Fig.1. Great Lakes NDBC & C-MAN Station Locations.
Other sites are a bit more comprehensible to the layman, such as Michigan State University's Current Weather Maps/Movies Page, which provides video clips and photos from satellites and weather radars such as GMS-5 and GOES-8 and even Surface Maps and Radar Composites displaying U.S. surface temperatures and cloud cover. From this site I downloaded a current (as of 27 Oct. 1996) image of a montage (fig.2) depicting worldwide land and sea surface temperatures and cloud cover (Henrich. On-line).

Fig.2. World Wide Montage.

Source: Michigan State University, Oct. 1996.

For the meteorologically impaired there are even sights like Surf Info that provide up-to-date visual sightings of the surf at major beaches around the world, as reported to the site via E-mail by surfers themselves (Surf Info. On-line).

By far the most dedicated and informative site I discovered is a U.S. Army Corps of Engineer research facility located on the Outer Banks which provides detailed reports from sensors at various offshore locations on a plethora of subjects like sedimentation, wave and wind data, and tide and temperature readings, to those pursuing scientific studies and analyses. They also keep progress reports and descriptions of their latest projects. You can even download photographs of daily-coastal conditions taken from cameras at the research facility; they offer north and south (Cover Photo) beach views (Field Research Facility. On-line).
It is essential in any sporting endeavor to educate oneself in the basic safety and operational guidelines of the sport, and those of others which share the same space, to avoid conflict and injury, and to receive the optimal physical and recreational satisfaction attainable. To the disciples of sports which require one’s attunement to the mighty forces of Nature, the cruciality of knowledge and understanding of “the basics” acquire a whole new level. One less bends Nature’s forces to one’s will, than manipulates one’s goals to coincide with those of Her’s. The art of surfing is more than just the mastery of a vessel or a wave, it is a complex balance of research and experience that may be incredibly rewarding to the dedicated individual, or remarkably deadly to the rash Mahilini.

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Works Cited


The Battle of Gettysburg was one of the most deciding of the War Between the States. It was filled with gallant soldiers and deeds, but also with controversies. There was perhaps no greater hero nor debate present than that surrounding James Ewell Brown Stuart, Major General of Cavalry, Confederate States of America.

Could it be true that this devout cavalryman had abandoned his duties and obligations to his beloved army; the army to which he had gladly offered his life, and for which he had forsaken his cherished Federal Army career? Or was he as tired and even ill-fated as many another Southern soldier too long at war with self and sovereign? Many mishaps plagued the mighty Rebel Army in their Northern crusade, and mistakes-gone-disputes assailed many a fine leader that summer, perhaps the gravest of which belonged to their venerable commanding officer. However, Gen. Robert E. Lee was untaintable in the hearts and minds of the South and those burdens fell on the heads of his devoted subordinates.

The ruinous Gettysburg campaign signified a great turning point in the American Civil War. Until that point most engagements twixt the two factions had resulted in a series of Union humiliations, especially where the cavalries were concerned. Gen. Lee was directing a major offensive intended to reach Harrisburg, Pennsylvania’s Capitol city. It was Lee’s habit to leave as much discretion as he deemed possible to his trusted commanders, and the mission on which he sent Gen. Stuart was no exception. He was to screen their movements from the enemy, report immediately any move made by Federal forces, and rendezvous with Ewell near Harrisburg. There was some discussion concerning the harassment of Federal support lines along the way; an idea approved of by the commanding officers, but left up to Stuart; this would become the source of the Stuart dispute. An unanticipated early start by the Army of the Potomac was, somewhat belatedly, reported to Stuart by his principle reconnaissance man, Capt. Mosby, but the dispatch warning Lee never reached its destination. As if that wasn’t enough, the brigades of Generals Robertson and “Grumble” Jones, who had been ordered left behind in the event of another circling of the Union Army, failed their assignments to
closely shadow the infantry and guard the mountain passes on the Northward march (Davis 323, 342). This resulted in a separation of Stuart’s entire cavalry from the main body of the Army, thereby leaving Lee blind to the enemy’s dimensions and locations, as well as ignorant of the terrain. If not for the efforts of Harrison, a civilian scout, they may have been taken completely unaware.

As it was, they were able to turn and meet the Federals around the small town of Gettysburg, and on the first day of that battle, July 1, 1863, Heth’s Division under Gen. Hill clashed with Gen. Buford’s Union Cavalry Corps on ground of Buford’s choosing at Seminary Ridge. There he had set up to keep the Confederates from attaining the high ground South of the town which began at Culp’s Hill and extended in a fishhook pattern up around Cemetery Hill and down Cemetery Ridge to the best vantages on the field, the Little and Big Round Tops. This good ground Buford was able to hold, albeit barely, until Gen. Reynolds arrived with his infantry to reinforce him. Just as Buford had hoped, they were able to fall back to the heights and gain the advantage, leaving the Confederates to the lesser rise of Seminary Ridge. When Ewell arrived from the North, Lee had ordered him to, at his discretion, follow the retreating Union troops up their hill and force them off; this he failed to do, a source of some controversy. Ewell’s timidity along with Buford’s stubborn resistance and the arrival of the infantry saved the day for the Union, although the Confederates considered it their victory.

While the Confederate main body approached that encounter, Stuart’s cavalry continued its Northward trek around the Union Army, seeking to do as much harm to the Federals as possible in passing. Mosby’s persuasive comment to Stuart that “The best way to protect Lee’s communications is to assail Hooker’s,” struck close to his own heart (Davis 322). It also showed that they remained ignorant of the Union change of command into the hands of Major General George Meade. After some traveling difficulties, like a rough crossing at the Potomac River and a detour to avoid Union troops, they were able to sever Federal telegraph lines in several places affecting their communications. They also took possession of 125 Union supply wagons. These actions, though seemingly in accordance with the original plan, served to further delay Stuart’s reunion with the main force, an issue of growing concern and criticism among those who anxiously awaited the arrival of the “eyes and ears” of the Confederate Army (Davis 325-330).

That July 1, as the Rebel Army faced the Federals for the first time at Gettysburg, the cavalry found itself engaged in a skirmish of its own at Carlisle, Pa. with a Union commander named Gen. Wm. “Baldy” Smith. Stuart had been vainly seeking the position of the main body, having had no knowledge of the turn at Gettysburg, when he stumbled upon the occupied
town, and was in the process of bombarding the stubborn Union General into submission when Venable and Henry Lee, of Gen. Lee’s staff, arrived with new orders to make all haste to Gettysburg. Stuart finally left the cumbersome wagon train trailing with orders of pursuit while he rushed ahead to join the fray (Davis 332).

The second and third days essentially consisted of Union troops waiting on their heights, dug in to repel a series of Rebel attacks. Lee’s plan for July 2 was for one half of his force, under Gen. Longstreet, to attack the Southern end of the Union line while simultaneously striking the Northern end with Gen. Hill and the other half in a flanking maneuver of Ewell’s Division around Culp’s Hill. A couple of factors complicated Lee’s echelon strategy. Lee had opposed Longstreet’s request to concentrate on the Union’s right flank, but that was before it was known that Sickles had moved his force of Federals forward off of the high ground, exposing that flank. Longstreet’s refusal to deviate from the original plan was the source of another dispute. The other hitch in the plan was Longstreet’s tardiness, which caused the hopes of a synchronized strike to be discarded. It was around that time that Stuart finally made his appearance at the headquarters of Gen. Lee. Despite the exuberance with which the troops greeted him, his peers afforded a much chillier reception. When meeting with Lee, Stuart faced a stern reproach from his beloved general which nearly crushed even his indomitable spirit. While they spoke, some of the other officers were busy discussing the drawing of papers for Stuart’s court martial. This latter issue would never come to fruition, but did remain one of the biggest debates of the battle, and of Stuart’s illustrious career (Davis 334). That day ended with the massacre of Devil’s Den and the victorious-famed stand of Col. Chamberlain and the 20th Maine, and the Army of the Potomac was again left holding the heights. The failure of July 2 went unrecognized as such by the majority of the Rebel troops who celebrated with their usual vigor; their fearless leader shared their delusions, but the truth was not lost on many of the other officers, most of whom had suffered heavy casualties and none of whom had reached their objective; the coveted heights, which steadfastly remained Union possessions on the right and left flanks.

July 3, the final day of the confrontation, Lee planned to use Longstreet’s forces, who were the freshest, including Pickett’s Division which had seen no action thus far as they brought up the rear. They were to strike this time in the center of the Union line at Cemetery Ridge, thereby cutting Meade’s force in twain, while the rest of the army lent support. To do this it was necessary to lead the main body across a large open space ending in a long-sloping hill approaching the objective rise, during which time the slow infantry would be under merciless barrage by the Union batteries above. Longstreet vehemently objected to that course of action, insisting again that
the Union’s left flank remained vulnerable. But his protests fell on deaf ears and Lee persisted, driving a fatal wedge twixt those two old friends that would never be amended. During that attack, Stuart was to lead his cavalry troops around the Northern flank of the Union and cause disruption from behind amidst their supply trains.

As Pickett rode his famous charge into the jaws of destruction, Stuart was closing with Federal cavalry under Gen. David Gregg a short distance to the East of the main fray. It is hard to say whether because of the absence of many of Stuart’s seasoned troops and his use of some green units, Jeb’s own folly, or the tenacity of Gregg and his Michigan Wolverines, but the Union general was able to hold Stuart on the right flank. This left free the resources of the other Union cavalry corps, and though Buford was finished for a time, a Union cavalry regiment, the 1st Vermont, led by Gen. Farnsworth under Gen. Kilpatrick, attacked Hood’s Division on the Confederate right flank. There they made a costly charge that pierced the Rebel flank, weakening it for possible infantry intrusion, and drew enemy fire, something not exactly in abundance among Southern batteries (Davis 342).

As Pickett’s hopeless charge met its fated but valiant end, so did the hopes of the Confederacy of a victorious Northern invasion. While Lee hung his head in guilt and despair, and his men staunchly maintained the contrary, he gave his orders to rest one day and withdraw. Stuart’s Cavalry was once again given the duty of protecting the Rebel flank as it retreated from the pursuit of Union forces. The retreat made its way in the pouring rain, and though they were beset by many federal harassments, Stuart’s Horsemen kept the main encampments secure from the hands of Union cavalry. It was an arduous and costly operation, with casualty counts of more than 20,000 Confederate and 23,000 Federal, but by July 13, the Rebel Army had re-crossed the Potomac to the temporary safety of Virginia (Davis 343-349).

If Stuart was aware of the harsh criticisms of his performance coursing through the halls of the most high back home, he gave no indications. He continued to be the model officer in military affairs, while remaining “Stuart the beau” when amongst the ladies (Davis 355). That is, with the exception of a heated conversation he had with Col. Marshall, of Lee’s staff, in which he discussed his reasons for actions in the North as reported in his Gettysburg report (Davis 353). Marshall was one of his main critics and is depicted as the one who drew up a petition for court martial on the field in Shaara’s novel (247). Jeb stated in his report that he had felt that he could not join the infantry without bringing the danger of Union cavalry to them, as his was the screening force. By staying clear until further North, he kept Lee’s wagon trains safe. Marshall pointed out that the wagons had been of only marginal importance at that point, and that paramount was their need...
for information. But Stuart had been unaware of the critical turn things had taken at that time. Further complications existed in the fact that Stuart had counted on the brigades of Robertson and “Grumble” Jones to support the infantry. Finally, there was the failure of Jeb’s dispatch warning Lee of the original move (Davis 354). These last were forces beyond Stuart’s control. His was certainly a bold interpretation of the vague order, but courts martial? One must only look at the life of the man to dispel any further doubts of Jeb Stuart’s loyalty or courage.

Esten Cooke, a cousin of Stuart’s wife and cavalryman under him, rode with Jeb throughout the war. Cooke wrote often of their exploits and later became a famed author. He once penned of Jeb:

“His instinct was unfailing, his glance that of the master . . . it looked like instinct rather than calculation--that rapid and unerring glance which took in at once every trait of the ground . . . and anticipated every movement of his adversary.” (Davis 155)

Stuart was certainly no fool, or else he was the luckiest damned fool that ever was, because the precision and audacity with which he pulled off many a mission was either genius or madness, the difference twixt I will leave up to you. His instinct was not with him in Gettysburg, though there was certainly no shortage of testaments throughout his career. Jeb attempted to join the West Point Military Academy at the age of 17. Having had home tutors “of some ability” and some schooling at Emory and Henry College, Jeb needed only an appointment to begin, which he received from newly elected Congressman, H. T. Averett, who, incidentally, had recently unseated Jeb’s father, Archibald Stuart. At West Point Stuart met and impressed some of his close comrades-in-arms to be, like the superintendent at the time, Robert E. Lee, and his nephew, Fitzhugh Lee, who came to be one of Jeb’s most trusted officers. Stuart’s grades at The Point were exemplary, usually near the top his class, until his final year there, during which his demerits rose also (Davis 18-21). There was a belief maintained in his family that Jeb allowed his grades to drop so he didn’t get forced into the corps of engineers, which took all the highest scoring cadets (De Grummond 13). However, Stuart’s intelligence encompassed more than books, as former Confederate CO, Gen. Johnston, reported to Confederate President Davis, “I know no one more competent than he [Jeb] to estimate the occurrences before him at their true value” (Davis 73). During his frontier days as Quartermaster of the Union 1st Cavalry, Jeb gained an intimate understanding of the importance of the supply line (De Grummond 19). Given this and his ignorance of Lee’s predicament, it is easy to see how he may have overestimated the value of the supply line in Pennsylvania. In view of these and other tributes to Stuart’s judgement, it is not
hard to understand the surprise and disappointment of the other officers at the Battle of Gettysburg. We never feel so let down as when we are deprived of a sure victory, and it is easy in the face of such, to look with scorn on those who we take for granted.

Another facet of Stuart’s genius was his knowledge of people, both militarily and personally. On many occasions Stuart knew a gem of a human being when he saw one, as can be seen in many of the fine men he acquired for his cavalry; of all varieties. One of these men was the young master-gunner John Pelham, whose loss was most acutely felt during the days of the Northern campaign. Another jewel was an accomplished young banjo player named Sam Sweeney who Jeb accosted from another regiment to play along with his own minstrel-servant, Mulatto Bob; for Stuart, a singer of some note, loved his music and his coveted musicians (Davis 69). Jeb was a hit with the civilians, even having many, though mostly female, fans behind Union lines. He was always courteous to the denizens of the countryside through which he passed, assuming they didn’t wear Union Blue. For the latter he thoroughly enjoyed outsmarting and having fun at the expense of; as in an account of one occasion:

... Stuart captured a Union officer’s trunk and found touching letters from a wife, and obscene ones from a mistress, reveling in the wife’s ignorance of the affair. Stuart sent all to the officer’s wife. (Davis 70)

Another such display on a more serious note is Stuart’s daring ring around McClellan’s Army, in which he masterfully surprised and outwitted his opponents in their own territory, and even got the chance to embarrass his own father-in-law, Gen. Philip St. George Cooke, the celebrated cavalry leader of the Union Army that was always several steps too late the entire chase. Stuart never forgave him for remaining with the Federals and took great pleasure in his humiliation (Davis 117-119). Stuart always believed that “a good man and a good horse can never be caught” (De Grummond 31).

One of the most notable traits of that young cavalry commander was his tenacity. Jeb Stuart was a Pit Bull among men, with never a thought of surrender. His temerity was well-noted from his earliest days as in one of his elder brother, Wm. Alexander’s memories from their childhood. It was that of a single minded attack Jeb made on a hornet’s nest with nary a care for their sting (De Grummond 12). His diligence was also manifest in an event from his days on the Western frontier, that time involving an artillery piece. Stuart was leading a small detachment of riders and towing one gun when their course placed them at the top of a huge cliff with only a narrow-winding path to the bottom. Having no orders to leave the gun, Stuart decided to
“show the Major [John Simonson of the Mounted Rifles] what a little determination could do” (Davis 33). So, using ropes and sweat on the partially dismantled cannon, he and his men laboriously attained the bottom, much to the astonishment of his superiors (Davis 33-34 & De Grummond 16-17). Jeb came from a long line of courage, as well as public and military service. I’ll spare you the stale apple and tree metaphor and say that it is clear that he was raised with the belief in self-sacrifice for a higher purpose and a strong sense of patriotism for his homeland, Virginia. Jeb’s father, Archibald Stuart, was a veteran of the War of 1812; prior, longstanding representative of the Virginia Assembly; and former Congressman. Alexander Stuart, Jeb’s grandfather, was a member of the Virginia Executive Counsel; a Federal judge in Missouri; and a Speaker of the Missouri House of Representatives. A similar pattern can be seen from his mother’s side of the family, who professed ties to Civil War Governor of Virginia, John Letcher and the noted Governor Sam Houston of Texas.

In the tradition of his forebears, Jeb committed his undying devotion to his patriotic duties as a Son of Virginia. There are many tales of the divisions in men’s hearts over joining their home states in secession, as with Generals Lee, Longstreet, and Armistead to name but a few (K.A. 191 & 257). With Stuart, however, there was never a question, nor a moment’s hesitation. He had eagerly waited and prepared for word from his family on the state of affairs, either way. When he was forewarned of Virginia’s decision to adopt The Order by Esten Cooke, he promptly mailed both his letter of resignation and his letter of application to the Union and Confederate commands, respectively, and set out for Virginia (Davis 47-48). When Stuart’s father-in-law, his son’s namesake, remained with the Federals, Jeb legally changed the boy’s name to James Ewell Brown Stuart Jr. (Davis 43 & 77). Jeb served his command with his whole heart, and his heart belonged to Virginia.

Stuart was not a disloyal or disobedient soldier, nor the young Narcissist seeking his reflection in the media. What had been noticed his entire career were his deeds, which he considered the basic duty of every devout Southern man. When he bragged, it was of his men, not of his brilliance or fame. When Stuart fell, finally, to a bullet, it was perhaps fitting it be from the “first proper raid of Federal cavalry Virginia had seen” (Davis 384). And maybe he saw it coming because it was with complete calm that he said shortly before the incident, “I go where they [the bullets] are because it’s my duty. I don’t expect to survive this war” (Davis 402). At any rate, when he faced his time at Yellow Tavern, fate had at last caught up to him, and Jeb too joined the ranks of his fallen comrades in the Valhalla of Southern memory, a loyal patriot to the last.
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Works Cited


TESTING ROAD SALT AS A SOLUTION

by Tampera Cleveland

When it Rains, It Pours is a popular slogan recognized in most American households. The slogan, which belongs to the Morton Salt Company, refers to ordinary table salt (sodium chloride).

Salt has been pouring on valuable usages since the dawn of time. Flavoring for food is but one example of the many important salt usages throughout history. Salt has been essential in agriculture as a fertilizer, in biblical times as a form of refrigeration, in ancient Roman culture as a form of payment—hence the term salary was born—(Reader's Digest, June 1983, 82-85), in contemporary society as a water purifier, on the farm it’s fed to cows to encourage water intake and milk output, and in medicine it’s used to treat many kinds of manic-depressive illnesses (Manahan, 188).

Salt’s relevance in the world cannot be denied. Sodium chloride (Na+Cl⁻) is one of the top five chemicals produced each year (Manahan, 170). One of the biggest usages for salt in the United States today is as a deicer for snow and ice on public and private roads across the cold regions of the country (Public Works, July 1988, 59).

Ohio is known for its snowfall and frigid temperatures during the winter season; therefore, identifying the methods of snow and ice removal is imperative in the Buckeye State. Many methods have been sampled, and so far none of them comes without consequence. I will touch on a few of the options in this paper, noting the best solution for our area.

As an effective deicer, road salt has long been utilized, but it, like most other things has its drawbacks. Recently, Canton, Ohio, came to realize that adding a mixture of liquid calcium chloride and water, together with sodium chloride, makes perhaps the best economically and environmentally benign deicer for the city and county (Monroe, City of Canton Public Works, Superintendent).

Before liquid calcium chloride, sodium chloride was the better deicer because it is easy to acquire, store, dispense, maintain, finance, and clean up. Road salt is inexpensively mined by (1) evaporating water from salt-rich inlands, or (2) from brines pumped from beneath the ground (Manahan, 188).
Most of Canton's salt is mined near Lake Erie, housed in a gigantic Fairport, Ohio, storage facility, and supplied by the Mentor, Ohio, Salt Company. Tons of salt are transported by truck (as needed), and dumped or blown by a piler into salt domes. The blowing technique is the quicker, more efficient way of filling Canton's three salt domes. The domes have a combined capacity of 4,700 tons and they are centrally located within the city limits on 9th and Schroyer Streets, S.W., and on 30th Street, NE, at the City Service Center. Unlike Portage County, Wisconsin (Public Works, July 1988, 58), Stark County does not have a salt storage problem. Canton has adequate manpower and dispenses its salt by using 21 of the 43 unit city street maintenance fleet. Each of the salt truck units has a reasonable life expectancy of about ten years, providing its dump body and chassis is maintained regularly with a coal tar sealer to prevent accelerated corrosion caused by salt. An annual budget of $350,000 per year was set aside to finance the city's salt supply. At $35.50 per ton, the cost is minimal compared to the alternatives—sand, ash, and calcium magnesium acetate. The cost of substituting the alternatives would double, and sometimes even triple, annual budgets. Exorbitant clean up expenses are one of the major differences noticed when pricing the alternatives. Since the rain washes excess salt into the storm sewers, and it dissolves over time, road salt clean up is free (Monroe, City of Canton Public Works, Superintendent).

Escalating environmental concerns keep Cantonians wanting to be assured that the most viable solutions are being used to keep the streets cleared of ice and snow. One way the city accommodates its citizens is by adding a harmless blue tint to the salt so that the public can see the salt on the ground. This tint also helps to prevent the salt from clumping up. Being able to see their tax dollars at work evidently helps to ease the minds of citizens, because they don't do much complaining to the city administration. Citizens are realistic, and they do recognize that road salt has its disadvantages. But by and large, the public consensus is that of toleration, as long as the adverse effects of salt's use are kept low. Citizens acknowledge that the benefits of safety and environmental protection far outweigh the negative effects that salt sometimes produces (Bukoffsky, City of Canton Public Works, Technician).

One of the most common side effects of using road salt is the swift deterioration of untreated steel that it causes. To counteract this, cars have been made more corrosion resistant since the 1980's. Auto rust and corrosion rates have been slowed down, but General Motors still advises its customers to keep as much salt as possible removed from the body and undercarriage of their cars (Working Mother, October 1994, 25). In Denver, Colorado, and Brooklyn Park, Minnesota, bridge deterioration is still a consistent and pervasive problem (Fisher, 28). To date, bridges are not a problem in Stark County (Monroe, City of Canton Public Works, Superintendent).
Damage and destruction of roads and small life forms—where straight sodium chloride is used—is inevitable, however. Excessive salt deposits eat away at concrete and tar leaving dangerous pot holes in city streets. Unless the gouges in the road are expediently filled in by the city, then the conditions could lead to unforeseen expenses for drivers. The chances of collisions, and damage to car frame and shocks are drastically increased as indirect results of road salt’s effects. Salt overspill usually causes damage to lakes, streams, and roadside vegetation. Sixteen percent of the city’s plants, fish, and invertebrates are maimed or killed as a direct result of concentrated salt levels (Fisher, 28). Bounce, infiltration and surface water run-off give way to these types of destruction. Since the 1960’s, we’ve known that using an innovative technique of pre-wetting salt can minimize or even alleviate some of the side effects that salt has (Public Works, July 1989, 52).

In 1996, the City of Canton started adding a 32% liquid calcium chloride and water mixture to the sodium chloride. The additional cost of doing this is only $0.45 per gallon, and the benefits far outweigh the cost (Monroe, City of Canton Public Works, Superintendent). Sodium chloride alone, is effective as a deicer only at temperatures which exceed 20 degrees Fahrenheit. Liquid calcium chloride works at sub-zero temperatures, reaching -30 degrees Fahrenheit. Less sodium chloride usage is required to do the same job, so money is saved. (Hamilton County in New York estimates saving $25,000 in material cost.) The pre-wetted liquid calcium chloride penetrates the ice and snow immediately, reducing bouncing of salt particles onto the shoulder or completely off the road. A kind of natural environmental cleanup is evident, as damage to bridges, lakes, streams, vegetation, and small life forms appears to subside (Public Works, July 1989, 53).

Liquid calcium chloride usage may help the city reduce its payroll expenditure in the future. Paying road crews can cause budgets to bulge. Therefore, city administrations try to keep a watchful eye out for the best ways to cut costs while preserving the environment. Snowfall this winter has not seemed unbearable, yet it was heavy enough (between January 1 and February 20, 1996) to have successfully eaten up $80,000 of a $140,000 allotted over-time budget. Paying road crews can become a problem, especially when we have a winter like this one, where the majority of our heavy snows just happened to “pile up” on the weekend. When this occurs, workers must be called into work on their days off at elevated pay rates. City street department workers are paid at the rate of time and one half for Saturday service, and at the rate of double time for work done on a Sunday. The total amount of over-time already spent this year confirms the fact that this winter’s snow accumulation has been greater than last year’s snow. Last year at this time, the city had only billed $27,000 to over-time cost. Providing snowfall is
moderate next year, Canton may be able to reduce its annual Street Department Budget of $1.8 million.

Time and inflation influence budget cost, too. In 1988, the city’s annual budget for road salt material was $220,000 as compared to a $350,000 budget in 1995 for basically the same amount of material (Monroe, City of Canton Public Works, Superintendent). Escalating cost often causes one to consider alternatives. Alternatives to using sodium chloride as a deicer are less effective, less economical, and more hazardous to the environment. Three popular alternatives to using road salt are sand, ash, and calcium magnesium acetate. Material costs for sand are significantly lower than salt—$3.89 versus $25 per ton. Spring cleanup cost, however, can be astronomical. Don Blood used sand for several years in Brooklyn Park: “One spring, I was out checking storm sewers. Thirty-eight inches of sand had accumulated in forty-two inch pipes. The cost of removing sand from the city’s drainage system ranged from $125 to $600 per cubic yard” (Fisher, 33).

Canton, Ohio tried using ash back in the early 1920’s because it was free to acquire. Ash does not melt snow, but it does provide for excellent “rubber to road” traction. However, ash is dirty, and according to Kevin Monroe, Canton, Ohio, Public Works Superintendent, “Ash is not a viable option for road deicing any more due to the adverse environmental impact that it causes.” The long range cost of cleaning up the dirty ash reserves from storm sewer systems would drastically surmount the cost of using road salt. Ash is still occasionally used in some rural areas as close to Canton as Summit County (Bukoffsky, City of Canton Public Works, Technician).

Calcium magnesium acetate (CMA) was once thought to be a good salt substitute. It was viewed as a way to lower the high levels of salt reaching vegetation, lakes, streams, and drinking water. The drinking water in Cambridge, Massachusetts was causing its citizens to develop hypertension and heart disease. CMA was originally available in powder form and was difficult to apply. The salt substitute also did not adhere well to the road surface, especially in windy conditions. But the main reason why CMA is not used is because it would triple the normal cost to keep roads clear (Fisher, 30).

We have learned that salt, in its many forms has many valuable uses; from making our food taste more flavorful to making sure that we live to see another day. Keeping the roads cleared of ice and snow hazards while maintaining environmental consciousness is paramount in cold regions of American society. Until now, sodium chloride was the most conducive method of deicing for Stark County. 1960’s science advanced the economic and environmental benefits of using sodium chloride by wetting it with a liquid calcium chloride and water mixture. The resourceful technology took
road salt to new heights of economic strength and public safety, thereby making it the best overall answer to the ice and snow problems for Canton, Ohio and Stark County.

Terms

Blue Tint - "Prussian Blue"; a tint or dye added to salt for visual effects and to prevent clumping; the blue color is synonymous with the Morton Salt Company.

Chassis - The rectangular steel frame, supported on springs and attached to the axles, that holds the body and motor of an automobile together.

Coal Tar Sealer - A "tar like" sealant that is painted or sprayed onto the underbody of vehicles to slow the rusting process.

Dump Body - the body of a heavy duty street maintenance truck; used to contain a substance.

Piler - a type of street maintenance equipment used to blow salt into salt domes vs. scooping and throwing it in; this equipment is designed to speed up the process and reduce spillage.
Works Cited


Abstract

This paper is an attempt to illustrate how the four principles of the Contact Hypothesis—equal status, interpersonal interactions, cooperation and norms—provide for a more appropriate, effective, and just mainstreaming of disabled children into public school classrooms. I specifically will show that the mainstreaming of severely emotional, behavioral and learning disabled children is ineffective and counterproductive to the learning and social environment. I will demonstrate the ambiguity of the Individual with Disabilities Education Act, which provides for the rights of children with disabilities to have a free public education, and show how the principles of the Contact Hypothesis are appropriate grounds to revise that law.

Introduction

Problem

In 1975, Congress passed the Education for All Handicapped Children Act (P.L. 94-142) which states that children with disabilities have a right to a “free and appropriate public education in the least restrictive environment.” In 1990-91, the law was renamed the Individual with Disabilities Education Act (P.L. 101-476 and P.L. 102-119) and expanded the types of disabilities covered to include, among others, autism and traumatic brain injury (Shanker, 1994). This law has led the way to mainstreamed classrooms. However, the law is ambiguous in its wording and sets no guidelines or limits for the severity of disabilities it encompasses. Under this present law, there is little hope for effective education or development of practical social skills for students in an inclusive class.

Proposal

My proposal is that the law be amended to include the use of principles of the Contact Hypothesis. These principles will facilitate more effective educa
tion and socialization in mainstreamed classes of emotional, behavioral and learning disabled students and nondisabled students.

Contact Hypothesis

The Contact Hypothesis states that “intergroup contact under certain prerequisite conditions promotes the development of more harmonious intergroup relations” (Gaertner, Rust, Dovidio, Bachman & Anastasio, 1994). In other words, the principles of the Contact Hypothesis will change the members’ perceptions of the separate groups from “‘us’ and ‘them’ to ‘we’” (Gaertner et al., 1994), which will enhance learning and peer relationships in the classroom.

Four group characteristics are necessary to develop and maintain group cohesiveness: equal status between groups, interpersonal interactions, cooperative activities for subordinate goals, and support of norms (Brehm & Kassin, 1996).

Equal Status

For equal status to be present, all students must be equally prepared academically and socially to enter the mainstreamed classroom. Bringing an emotional, behavioral or learning disabled student into a classroom without the appropriate preparation and skills can be disastrous to the students and the classroom environment. This is a main deficiency in the law because it does not limit the severity of the disabilities provided for.

Academically, equal status means that all students must share an ability to learn and have the appropriate intelligence to comprehend and retain the material. A common argument for full classroom inclusion is the “separate but equal” argument, meaning that those who are different are considered “inferior.” However, “separate but equal” has historically referred to race and not to abilities and needs (Shanker, 1994). The fact remains that children with severe learning disabilities and those without are not equal in their learning abilities. Disabled students need more specialized and individual attention in the classroom than do nondisabled students. This not only emphasizes their inequalities to other students, but hinders the educational experience of the nondisabled students.

Research suggests that only moderately or mildly disabled children should be included in mainstreamed classes. A study of mainstreamed classrooms found that mildly disabled children showed greater improvement in reading skills than did those who received regular “pull-out” [where the students are taught in separate environments] special education (Marston, 1996).
Of classrooms with severely disabled students, teachers comment that inclusion is "not appropriate for severe kids—they cannot focus in a large group—needs are 1:1 or 1:2 if significantly discrepant" and that these students need more attention than the teachers can give (Marston, 1996).

To determine which disabled students would benefit from inclusive classes, more appropriate pre-testing is needed to discern their abilities and readiness for mainstreaming. Studies have found the Curriculum-based measurement (CBM) to be an effective instrument for this purpose (Fuchs, Fuchs, Fernstrom, 1992).

Socially, equal status means that the disabled and nondisabled students see each other as equal peers and have the same opportunity to become members of the ingroup. Disabled children are disadvantaged in the mainstreamed classroom because they are obviously not socially equal to nondisabled children.

Some inclusionists argue that the disabled are handicapped further when segregated from nondisabled children because they are denied the chance to develop social skills necessary to function in a predominantly nondisabled society. However, according to Shanker (1994), if the disability is severe, it is unlikely that the child will learn to socialize or be received as a friend by other class members because of the vast inequality.

This last point is extremely important because, according to Farmer & Farmer (1996), disabled students' social networks largely determine whether they enter into positive peer relationships or remain in a social system that supports their problematic social ineptness. A defeating cycle then emerges: the student's severe disability alienates the student from nondisabled students and secures his affiliation with other disabled students, thereby supporting and affirming the antisocial behavior or social disability. In a study of mainstream classroom social networks, emotional, behavioral and learning disabled students became members of peer clusters of students with less positive characteristics than did nondisabled students (Farmer & Farmer, 1996).

**Interpersonal Interactions**

Students must not only be together physically, but they must interact on a personal level. The fact that the classroom is mainstreamed is merely "leading a horse to water . . ." Although disabled and nondisabled students share a classroom, there is no guarantee that the two groups will interact. The classroom must be structured to encourage interpersonal interactions.

Proximity has been shown to affect social relations and group perceptions. A study by Gauker et al. (1994) demonstrated that seating
arrangement reduced bias between groups and that frequent contact creates favorable intergroup attitudes. This supports the mere exposure theory that states that repeated contact with someone may produce positive feelings towards that individual (Brehm & Kassin, 1996).

Personal interaction is the first step in converging outgroups in order to become members of the same team. "To be maximally effective, contact and acquaintance programs should lead to a sense of equality in social status ... the gain is greater if these members regard themselves as part of a team" (Gaertner et al., 1994). If the child is severely disabled, however, frequent contact with other students may act adversely toward integration of groups by accentuating differences.

Studies suggest that controlling the number of disabled students per classroom results in more effective learning and better peer relationships by limiting levels of antisocial behavior (Farmer & Farmer, 1996). Students with emotional and behavioral disabilities are less likely to engage in negative behaviors when there are relatively few of them in the classroom.

Cooperation

Cooperation and working towards subordinate goals (goals that cannot be accomplished without input from each member of a team) benefit all members of a team (Brehm & Kassin, 1996). Academically, both disabled and nondisabled students gain because they are responsible for part of the whole learning goal. Inclusive classrooms transfer the focus of the teacher from all-authority to that of a facilitator of learning. "Students work together, teach one another, and actively participate in their own and their classmates' education...not to compete with others, but to learn with and from others" (Sapn-Shevin, 1994).

Socially, cooperation and subordinate goals cement a common group identity. One study on groups found that "when the groups initially conceived of themselves as two groups, the introduction of cooperative interaction increased the extent to which members rated the aggregate as one group and decreased bias in evaluative ratings" (Gaertner et al., 1994). In order to contribute to the success of the subordinate goal, the disabled students must have the ability to do the necessary tasks, communicate effectively with their peers, and be able to participate in the dynamics of small group interactions.

Norms

Social norms are extremely important in mainstreaming classrooms. Not only must the nondisabled students accept the disabled students, but the
administrators, teachers and community must accept the inclusion policy. Although inclusive classrooms and mainstreaming are occurring more frequently and are becoming the norm in society by law, they are considered the exception in the classroom and the community. Inclusion remains a controversial issue in many communities.

Gaertner et al. (1994) maintains that “contact and acquaintance programs should . . . occur in ordinary purposeful pursuits.” In other words, the educational content and classroom structure should be the norm in which the nondisabled and disabled students come together. Fuchs et al. (1992) propose that “transenvironmental programming” should be used for mainstreamed classrooms, and school systems seem to be naturally moving in that direction. This programming is an ideal environment in which to employ the Contact Hypothesis. Classes are smaller with individual attention given to students, are small-group and cooperative learning oriented, material is unique to students’ needs and students are reinforced with additional resources.

Conclusion

The Individual with Disabilities Education Act is not being effective in its purpose because of its ambiguity. It needs to be amended to utilize the four principles of the Contact Hypothesis in order to provide adequately for the educational and social skills needs of both disabled and nondisabled students. These principles are equal status, interpersonal interaction, cooperation and norms. The law should specify certain criteria for educational environment and curriculum, limit the degree of disabilities of the students that are mainstreamed and insure that the rights of all students be preserved in the educational setting.

Limitations and Future Research

Because this subject is so controversial and the findings are so varied, this paper is limited by the small amount of research cited. I am aware that many other sides of the picture have not been presented here. One possible area to research would be the combination of full-inclusion and pull-out programs, which in one study received better results than either full-inclusion or pull-out alone.

The subject of mainstream pre-testing and preparation have only been touched on here. More extensive study as to the time, costs, means and appropriateness of these would be germane.
Of course, when the federal government is involved, care always needs to be taken to assure that the changes would not create an even larger monster than we are trying to defeat. The danger is that when anything is written into law, it is often very difficult to clarify and is open for interpretation. In the pursuit for clarity, there is the risk of the government possessing too stringent a control.

References


Stories of Robin Hood, hero of the common people, have survived for over six hundred years. However, two major controversies have accompanied those same tales in relation to children’s literature. First, how should the tales of Robin Hood be presented: Was he a real person or the result of wandering storytellers’ imaginations? Second, is the manner in which violence is glorified in several of the tales sufficient reason to omit them from children’s literature programs? After careful research, I have concluded that Robin Hood’s stories should not be presented as entirely fictional and that the stories provide a valuable contribution to any children’s literature program.

The various Robin Hood tales, if presented at all, are frequently set forth as fairy tales. However, information about traditional literature in general supports the idea that Robin Hood could not have been entirely fictional. Richard Cavendish, editor of Legends of the World, states that legends have “a foundation of some kind in fact . . . [they are] based on people who really lived or places that really existed or events that actually happened, to which tales have clustered and clung” (9). Hence, it can be assumed that there is at least a basis of fact to the Robin Hood legends. Bernard Miles, author of Robin Hood: His Life and Legend, further emphasizes that point by reasoning that what has been true of similar legends, can be assumed to be true of the Robin Hood legend. He explains that for hundreds of years people said the stories of King Arthur and the Greek hero Odysseus were fairy tales. Yet, today the men are known to have existed, “only they were such remarkable men that the stories of their lives lived on after they were dead and fresh adventures were added to their real ones . . . And that is how it happened with Robin” (46). Also, simply because of the longevity of legends themselves, the author of the only Robin Hood page on the Web, which has been used as a reference for educational programming, states positively that “the multitude of paintings, tales, books, and other writings seem to show how he WAS a real person” (“Ben’s Realm” 3). Yet, it is possible to move beyond general references concerning traditional literature to specific evidence of Robin Hood’s authenticity.

There is a great deal of documented, historical evidence that supports the idea that Robin Hood actually existed. Robin Hood is traditionally dated as living from 1160 to 1247 during the reigns of King Richard I and his brother
King John (Cavendish 276). The earliest written reference to Robin Hood occurs in the 1370's in William Langland's *Piers Plowman* where a priest says that he knows "rymes of Robin Hood." The manner in which this was written indicates that such tales were popular long before they were written down. Also, the amount of time that had passed since Robin died would seem to be "an appropriate period for a real outlaw, who was in and out of royal favour, to develop a widespread legend" (Knight 24). Hence, confirming the dates as realistic possibilities for Robin Hood's lifetime.

Also, a record from a court session in Yorkshire in 1226 notes "the confiscation of the goods of one Robert Hod, described as a fugitive. He owed the money to St. Peter's, York, which has a general appropriateness to Robin's hostility to the established church in that city" (Knight 24). This would indicate that Robin Hood frequented the area of Yorkshire, the location of the royal Barnsdale forest, which he is associated with in the earliest tales. Further proof of his activities in Barnsdale can be seen in a document that records William de Lamberton, Robert Wishart, and Henry Abbot of Scone being sent south as prisoners and their guard being increased "on account of Barnsdale" (qtd. In Holt 52). It can be concluded that Barnsdale was known as an area of special danger to travelers.

Further support of Robin Hood as a true historical person is provided by William Stukeley of Stamford, a doctor and parson, in a "pedigree of Robin Hood earl of Huntingdon." Stukeley traced the family of Robin Hood back to William the Conqueror's niece on one side and the Anglo-Saxon Earl Waltheof on the other. Stukeley's dates also place Robin Hood in the days of King John (Knight 19). Stukeley's findings were confirmed by the discovery of the playwright, Anthony Munday, that the lord of Barnsdale was in fact the Earl of Huntingdon, the younger brother of King William the Lion of Scotland, living in England (Knight 31). While this information may appear conclusive, much opposition continues to be raised about the authenticity of Robin Hood.

There are some scholars who assert that the Robin Hood legends are entirely fictional. Compton's Interactive Encyclopedia states that Robin Hood was a mythical character, introduced in connection with the May-Day celebrations. It is claimed that "an argument against the hero's existence is the fact that he is mentioned by no historian of the time during which he is supposed to have lived" and that "the events referred to in the stories could not all have occurred in his lifetime" ("Robin Hood"). This fails to take into account that legends were popular long before they were written down and that they have been added to and modified over the centuries.
Robin McKinley, author of *The Outlaws of Sherwood*, a retelling of the Robin Hood legend, says that she believes that “our ideas [of Robin Hood’s identity] are as incompatible with each other as they are with history” (182). This attitude may result from the many Robin Hoods that have been identified over the centuries. The same thought is reiterated by the historians Dobson and Taylor who claim that “the discovery of the name Robert or Robin Hood in a medieval English document is not in itself of particular significance” (qtd. in Knight 15). However, an explanation for this is provided on the Robin Hood web page in a quotation from Edward C. Meyers. He comments that the abundance of Robin Hoods over the centuries can be accounted for because of the practice of law officers in England during the 13th and 14th centuries to use the name Robin Hood as a temporary identification of unknown captured outlaws, much as John Doe is used by modern police (“Ben’s Realm” 4).

The view of all scholars concerned with the idea of Robin Hood as a real person is generalized in *Great Mysteries of the Past* where it is stated that “most scholars now agree that he [Robin Hood] represents a type—the outlaw hero—that was celebrated in ballads handed down from generation to generation” (“On the Trail” 287). Obviously, this does not take into account the findings of many historians and scholars concerning legends in general and the Robin Hood legend in particular. None of those opposed to the idea of Robin Hood’s authenticity have been able to provide conclusive evidence that he is purely fictional, for as Sir James Holt (who has studied Robin Hood for over thirty years) pointed out, it has never been proven that Robin Hood did not exist (“Robin Hood” video).

It is preferable to present the Robin Hood stories as not entirely fictional based on the information known about traditional literature in general and the availability of documented evidence. While some scholars claim that Robin Hood could not have been a real person, their conclusions are generally based on contradictions that occur in later, edited versions of the tales. Also, it should be taken into account that the perception of history in the 20th century is significantly different from what it was 700 years ago because “we have what we call the media now, with the result that history tends to be even-handed and instantaneous.” People who oppose the idea of a real Robin Hood point to the fact that the longbow, which is the weapon he is usually said to have used, is not documented as being in use during his lifetime. Yet, historians now know that “the English were quietly using the longbow as a hunting weapon long before Edward III faced the French at Crecy, which is when the English longbow enters 20th century textbooks” (McKinley 281). This provides a fascinating new perspective on history that children might be eager to explore. It is the sum total of this evidence which can allow teachers of children’s literature to present students with the tales of Robin Hood separate from the lesson on fairy tales.
Another significant controversy surrounding the Robin Hood legends is the presence of violence. Robin Hood has been described as “quick-witted, daring, resourceful, generous, humorous and sometimes cruel” (Cavendish 276). It is the latter characteristic that has raised some doubts as to the appropriateness of sharing Robin Hood’s tales. Even one of Robin’s most avid supporters admits that “there are stories of Robin Hood’s tendency for unnecessary violence. Whether this is true or simply propaganda added by monks or whatnot is unknown” (“Ben’s Realm” 3). This violence was sometimes directed at the corrupt officials of the church, as can be seen in ‘Robin Hood and the Monk’ when, in disguise, Robins’s men “meet the monk, [and] kill him out of hand” in return for betrayal of their faith (qtd. in Knight 53). Richard Cavendish also makes mention of Robin Hood’s practice of taking “the law into his own hands to right wrong. In the early stories he does so with a ruthless ferocity” (276). An example of this can be seen when in one tale, Robin beheads Sir Guy of Gisbourne, a bounty hunter who desires to wed Robin’s love, and carries his head on top of his bow, later defacing it with a knife (Knight 57). Of course, it is not necessary that children be exposed to this particular tale if it is age-inappropriate.

However, the value that can be derived from the use of the Robin Hood tales in the classroom outweighs the objections to Robin’s sometimes inappropriate reliance on violence. Simply as an example of one of the few ballads that has its origins in such early recorded form, the tales of Robin Hood have literary merit. They also serve “moral and exemplary purposes” (Cavendish 12). Robin Hood’s enemies were not the entire class of those who were wealthy and powerful, “but those of them who misuse their position to oppress honest men” (Cavendish 276). His actions communicated the idea that the entire social order does not have to be overthrown in order to bring about change, but that those who abuse it need to be challenged.

There was a historical basis to many of the exemplary lessons communicated in the Robin Hood tales, which were meant to be imitated. Robin Hood lived during the time that feudalism was coming to an end and the middle class was gaining power. However, the lawmakers of the time had instituted rigid laws to keep down the rising middle class (Keen 20-21). Yet, Robin “refuses to accept coercive power as a basis for protecting those who are less than powerful” (Knight 5). These tales communicated an important lesson to the common people of his time about their reaction to such legislation. However, the Robin Hood legends can serve an even more valuable purpose than transmitting these instructional lessons.

Donna E. Norton, author of Through the Eyes of a Child: An Introduction to Children’s Literature, states that “legends help children understand the conditions of times that created a need for brave and honorable men and
women” (308). Richard Cavendish agrees, “They [legends] are part of the inher­ited conglomerate of accepted beliefs, values, and attitudes which give a people its identity. These stories consequently provide invaluable evidence about the societies that give birth to them, and insights into human nature in general” (9). Many insights can be gained from the study of these tales. For example, Robin Hood represented to the common people of England what King Arthur symbolized for the aristocracy (Miles 8). He also demonstrated the universal human need for heroes in a country’s past on which to build a shared tradition and pride (Cavendish 13). This can be seen by the fact that modern “Robin Hoods” can be found almost anywhere. For example, Salvatore Giuliano, in 1943, was viewed as both the hero of Sicilian independ­ence and a wanted fugitive, much the same as the original Robin Hood (“On the Trail” 287). Robin Hood “retains considerable and continuing importance as a way to organize and express ideas about authority” (Knight x). For example, his presence can be found in almost every major genre of literature, as well as dramas and operas.

As a result of the aforementioned themes and purposes of Robin Hood, applications can be drawn for contemporary life, making the tales even more useful to children. For example, the author of the web page dedicated to Robin Hood concludes that, “Robin Hood is not just a man, he also stands for our ideals and how we must strive to make things right even if there’s little hope of succeeding” (“Ben’s Realm” 14). This is certainly applicable to children who may often feel powerless to accomplish their desires because of their size and lack of authority. Yet, Bernard Miles goes even farther, right to the heart of the Robin Hood legends:

He [Robin Hood] was one of the first in a long line of men and women who believed that freedom is more precious than life itself. After centuries of struggle, that freedom has been handed down to you and me. It has been a long and up-hill battle, but for us and for our children it is won. Now we have the task of guarding it and of bringing it to others. And if Robin were alive today he would be among the first to help us. (123)

Robin Hood deserves a place in children’s literature programs; not as a fairy tale but as a story grounded in fact, and not as a glorification of violence but as a means to understand that the people in a different time and place had unique needs but were similar to those living today. A study of the legendary outlaw, Robin Hood, can result in children doing further research, taking part in creative writing, and staging dramatizations. Donna E. Norton states conclusively that, “stories of Robin Hood are popular with children . . . [they] enjoy comparing the various editions and describing the strengths and
weaknesses of each" (308). This adds enjoyment to all of the other benefits that can be derived from a study of Robin Hood. It should therefore be concluded that the legends of Robin Hood have rightfully earned a place in any children's literature program.

Works Cited


When an architect prepares to construct a new building, he must first have some understanding of the land he is building on and the surrounding area. The environmental concerns of any one architect may include: the rock types present, the porosity and permeability of the rocks, the cohesiveness of the soil, the amount of surface runoff (Montgomery 428)... and the list goes on. All of these elements can have effects of varying degrees on a manmade structure. Hence, the relationship of civil engineering and environmental geology is forged. The importance of this relationship can most clearly be seen in situations where it has been overlooked. An excellent example of one such situation is the Leaning Tower of Pisa. The apparent “engineering” flaws of the Leaning Tower are actually due to the soil it was built on, and no structural fault of the engineer. However, the failure of a building, structural or otherwise, reflects on its builder. Architects today should learn from the results of the oversight of the unfortunate builder of the tower in Pisa.

WELCOME TO PISA

Pisa, Italy is located on the Arno River, eight miles from where it empties into the Ligurian Sea. Pisa is only 13 feet above sea level, located on a flat and largely treeless plain. Its climate is moderate with an average rainfall of 42 inches (Woollbert 79). The location is known worldwide for the Cathedral Square. In the Square one of the seven wonders of the modern world can be found—a white marble bell tower called the Leaning Tower of Pisa (Pisa).

THE LEANING TOWER THEN & NOW

Construction of the tower began in 1173 under the direction of the architects Bonanno of Pisa and Williams of Innsbruck (Waxman 80). Soon after construction began, the ground began to sink and the tower began to tilt toward the north. Therefore, workers made the columns of the third story slightly taller on the sinking northern side to compensate. In 1178 work was stopped in the middle of the fourth level because of political turmoil. When construction continued in 1272 the tower shifted again, only this time towards the south. Hence, columns on the southern side of the fifth story were altered and made slightly taller. Construction was stopped in 1278, after the seventh story was completed, due to political upheaval once again.
1360 to 1370 the eighth story and the bell chamber were added to complete the tower. Again, alterations were made to compensate for the tilt by angling the bell chamber towards the north. “These efforts, combined with the slow time scale of construction (which gave the building’s foundation time to compress and thereby gain strength to compensate for the slant), have so far prevented the tower from toppling over” (Heiniger 64-65). Shortly after completion, in the 15th century, the unstable ground of Pisa was disturbed by extensive silting, a change in the level of the land, and a change in the river’s course (Pisa). Unfortunately, these changes did not serve as stabilizing agents.

The completed tower measures 177 feet in height (Perkins 162), and 52 feet in diameter (Waxman 81). The walls are 13 feet thick at the base, narrowing to between 6 and 7 feet thick at the top. Around the first story there is a row of arches supported by 15 columns. The next six stories each have 30 columns, with the uppermost story having 12 (Perkins 162). A series of 296 steps leads the way from bottom to top (Waxman 81). The construction took nearly 200 years to complete (Heiniger 64).

Today, the tower is 17 feet out of the perpendicular, southward (Pisa). The tilt of the bell tower has increased an average 6.5 inches per century (Montgomery 436). In 1989 the tower was believed to be slowing its tilt. It had inclined 0.03 inches, which was compared to an average of 0.045 inches over the past 30 years (Famed 11). However, measurements by two Pisa University professors showed that the tilt increased by 0.046 inches in 1990, and had already increased 0.039 inches by April of 1991. The tower was closed to tourists in January of 1990 for the first time in 800 years (World 8), after a similar bell tower at the Cathedral of Pavia collapsed in 1989 (Heiniger 63).

WHAT PUT THE LEAN IN THE LEANING TOWER?

The reason that the Leaning tower of Pisa leans is an unstable subsoil. The layers of clay and soil underneath the tower have compacted unevenly. In fact, the land under the entire piazza is slowly sinking, but in some areas subsidence is quicker than in others; the Leaning Tower of Pisa was built on one such spot. The first 7 meters of soil below the tower are a mixture of mud, clay, and sandy soil (See Appendix A: Sand and sandy soils, silts and clays). Next, down to approximately 20 meters, is a strip of Pancone clay (gray-azure in color). There is a boundary of sand between these first two layers that is “horizontal under most of the Piazza dei Miracoli, except below the tower, where it forms a bowllike depression” (Heiniger 64). The remainder of the subsurface, down to about 70 meters, is alternating layers of clay and sand (Heiniger 64).
Recent Developments & Suggestions for the Future

Over the centuries many committees have met to debate what should be done about the Leaning Tower. The need for action has increased since the “rate of increase of the tilt [has] tended to accelerate in recent decades, perhaps in part because of a drop in the water table” (Lean 57). Engineers’ ultimate goal is to reduce the tilt from 5.3 degrees to 4.3 degrees from the perpendicular (Lean 57). They do not plan to completely straighten the tower. Due to the tower tilting in various directions during its early construction, it has become curved and “will never stand truly upright” (Heiniger 63). The presence of a straight Tower of Pisa would not do much for Pisa’s tourist trade and economy either.

Efforts to correct the tower’s tilt have not always had the desired effect. In 1935 attempts were made to seal the base in order to protect it from excess water leaking in. This was accomplished by drilling into the foundation at an angle and filling the holes with a cement grouting mixture. The end result was a tilt increase of six times the preceding year’s. In November 1995, it was reported that technicians decided the tower needed more stabilization. This was to be accomplished by installing underground cables as anchors. First, they froze the ground with liquid nitrogen. Then, they removed a section of the base in order to install the cables. However, the tower started to sway and the tilt increased 1.1 millimeters (Muzzi 22).

There have also been successful efforts to correct the tilt, especially recently. In 1992 steel cables were put around the first level of columns “to contain stresses at this most vulnerable point” (Lean 57). Steel bands have also been added to the second story, which receives a great deal of pressure and is in danger of collapse. In June of 1993 further action was taken. The tilt was decreased slightly by over 750 tons of lead ingots laid on the northern side of the base (Heiniger 66). This proved to be a successful counterweight to the tower’s over 14,000 tons of marble (Cowell 4). The end result was a decrease in tilt of 2.5 centimeters over nine months (Heiniger 66), giving engineers an additional five to ten years to search for another solution (Cowell 4). Efforts such as these are termed “temporary stabilization” (Lean 57).

In June 1995 engineers began to install a second concrete ring around the tower. “They will anchor the ring to a layer of sand fifty meters below ground by means of steel cables extending down from the northern side” (Heiniger 66). This ring is eventually intended to replace the lead ingots and surpass their force. Also, motion monitors have been installed inside the tower to detect slight shifts in tilt. It was determined in September that the tower’s top moved 0.24 millimeters south over two days (Heiniger 67).
Other, more radical, suggestions are being considered for future use. Electro-osmosis may be used to compact layers of clay ten to twenty meters underneath the tower. This would be accomplished by inserting large electrodes into the soil that would generate an electric field. The field would then attract water that could be removed from the northern side, allowing the clay to compress. This in turn would allow the northern wall to slowly sink even with the southern wall. Similarly, a drilling mechanism may be installed to extract a small amount of soil from the northern side, achieving the same sinking effect (Heiniger 66).

CIVIL ENGINEERING & ENVIRONMENTAL GEOLOGY

In order for these new ventures to be successful there will have to be an intimate knowledge of Pisa’s land. This will be accomplished by engineers and geologists working together toward a mutual goal. The rapidly emerging field of soil engineering will play a vital role in the success or failure of different methods used on the Leaning Tower of Pisa. This comparatively new field studies the behavior of unconsolidated materials. Materials such as sand, silt, or clay have been viewed simply as “soil” by engineers, but an understanding by geologists of how these were formed reveals crucial engineering properties. “Engineering and geology thus go more or less hand in hand; application of geology to exploration for engineering works benefits engineering, and the excavations and borings made by engineers benefit geology” (Schultz 7). Hopefully, the solution to the 823 year old problem of the Leaning Tower of Pisa can be found by careful, accurate research by environmental geologists; and applied by equally careful, accurate engineers.

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Olympia Dukakis spoke at Kent State University Stark Campus on Wednesday, September 18, 1996. The audience consisted of Kent State University Stark Campus students and faculty as well as fans from surrounding communities. The title of Olympia Dukakis’ speech was “A Life in the Theatre.” Her main claim centered around a statement that she made in the introduction of her speech. It was stated as follows, “We all, actors and audience, journey forth every night to know ourselves.” The speech was very interesting and entertaining. Olympia related her experiences in the theatre to general experiences in everyday life. This technique was very affective because it allowed everyone to empathize with what she was saying, not just “theatre majors.” Olympia used the three forms of proof, logos, ethos, and pathos to coordinate her lifetime experiences with her main claim. The chronological structure of her speech contained many personal stories, poems, and quotations that helped make her message understandable, believable, and meaningful to the audience members.

**Logos**

According to our textbook, “Logos refers to the ideas and words of the speech itself.” The textbook continued to summarize the idea by saying, “It is the logicality of a speech, including the formal structure, logical content, claims, and evidence or supporting materials such as examples and illustrations, testimonies and quotations, visual aids, and statistics.” The logos connects the material that makes up the actual speech with the main claim. The two main forms of logos that Dukakis used were poems and recollections of her personal experiences. Olympia Dukakis began her speech with a poem (written by Garcia Long?). The poem was supposed to be a summary of how Olympia has felt over the years. The poem was a unique way to grab the audience’s attention and help them understand Olympia’s outlook on life. She also concluded her speech with a poem (by Christopher Hoe). This was an excellent way to draw closure to the speech. It left the audience feeling as if they had experienced something that was complete and certain. The poems were very affective because they allowed the audience to be an active
part of the speech. The listeners were called upon to pay attention and put meaning behind the words that she was reciting. Other alternatives to poems are short quotes by credible people. Olympia could have used quotes to begin and end her speech. Quoting a source, however, does not leave as much room for audience participation. Unlike poems, quotes usually have a very straightforward and precise meaning. They cannot be interpreted in as many different ways as poems. The body of Olympia’s speech took on a chronological structure. The logos in this section of the speech consisted primarily of personal stories. She started by telling the audience how she became interested in theatre, and then continued to take the listeners on a journey through the main experiences in her life. This was very effective because, rather than just accepting Olympia’s opinions, the audience had the opportunity to understand where she was coming from. An alternative to this approach would have been to simply recite/explain what it is like to be in the theatre, actually acting and performing. This approach would have excluded her background experiences and personal life. Her approach was much better because it supported the thesis by allowing the audience to empathize with her rather than just listen to her.

**Ethos**

Ethos is defined in our textbook as “the credibility, character, trustworthiness, and friendliness of the speaker as perceived by the audience during the speech.” Olympia used her humor and objectivity to establish a favorable relationship with the audience. She was very spontaneous and personal throughout her speech. She told stories about what might have been very embarrassing experiences, and was able to laugh and learn from them. The fact that she was funny made her less intimidating and more real. An alternative to laughing at herself could have been to tell stories about other people that she has come into contact with. This technique would not have been as good because it would have made her look superficial and perfect. The other method that she used to appeal to the audience was a sense of objectivity. She told stories about herself of both successes and failures. The stories were recited and the audience was left to draw conclusions. She could have left out the stories about her failures and confusions, but this would have made her look “untouchable.” The listeners would have only seen her as a famous actress instead of a real person.

**Pathos**

Pathos is defined in our textbook as “the predispositions, attitudes, values, and beliefs of an audience.” The speaker draws upon these things from the listeners as a means of support for his/her main claim. Olympia called upon the audience’s predispositions and beliefs through her personal stories.
She hit on two main facts, that we all have to follow our hearts despite opposition, and that nothing is ever easy. She told a story about how she set out to be a physical therapist and then decided that she wanted to be an actress. Olympia also stated that people told her the world does not need any more actresses, and they did not agree with her decision. I am sure this story sparked personal experiences in every single audience member. We have all made decisions that many people do not agree with. The fact that we follow our hearts despite opposition illustrates our continuous search to find out who we really are. I cannot think of any alternative way that Dukakis could have made such an association with every member of the audience and with her main claim. Her technique was great because it not only dealt with her topic of theatre, but it allowed audience members to apply it to their own personal lives. The other belief that she dealt with was that nothing is easy. She told stories about all of the hardships that she had to endure to get where she is today. She talked about her many moves, side jobs, and struggles of how to balance a career and family. Olympia also informed the audience that she was discriminated against because of her ethnic name. I am sure that every audience member could relate to one of Olympia's experiences. Olympia could have approached this differently by drawing conclusions for the audience. She stated her hardships, but did not tell the listeners how they changed her way of thinking or added to her goals. This could have helped because it would have made it easier for the audience to understand how she finally found meaning in her life.

Olympia Dukakis' speech was very effective because it allowed audience members to look at her life in the theatre as one example of someone's search for meaning. The listeners were able to draw upon her personal stories as a way to relate to what she was saying. Her stories made her very "real" because she illustrated the fact that she is not perfect. She let the audience know that even though she has reached success, she had to overcome a great deal of struggles and opposition to get there.
Children have an innocent quality about them which consequently renders them exempt from many adult judgments and penalties. Many parents find it painful to severely punish children for misbehavior, and as a result, seek to teach and guide the children instead. Most adults look upon children with patience and tolerance, and even when a child misbehaves, the adults excuse the misbehavior by saying, “But he’s only a child.” This may be part of the reason that Perry Smith is depicted as childlike in Truman Capote’s novel In Cold Blood. Throughout this novel, Perry Smith, murderer of the entire Clutter family, is described as childlike both in his physical appearance and in his demeanor. At the same time, there are many reminders that Smith’s partner Richard Hickock is an adult, and while he is not the actual killer, he is capable of masterminding the entire grisly crime. Through subtle depiction of Smith as childlike, Capote evokes considerable compassion and sympathy for Smith from many of the novel’s characters and the narrator. Because of Capote’s personal feelings for Smith, this manipulation of sympathies is intentional, placing Smith in the best possible light.

Throughout this novel, Perry Smith’s physical appearance is many times described as childlike. Capote’s first physical description of Smith reveals that “when he stood up, he was no taller than a twelve-year-old-child” (15). After the murders, Smith and Hickock make their way to Mexico where they “pick up” a vacationing Hamburg lawyer, Otto. Otto obviously sees a boyish quality in Smith, as evidenced by Otto’s illustration of Perry in a sketchbook:

It was a passable likeness, and the artist perceived one not very obvious aspect of the sitter’s countenance—its mischief, an amused, babyish malice that suggested some unkind cupid aiming envenomed arrows. (19)

Later in the novel, the Kansas Bureau of Investigation assigns eighteen of their most able investigators to the murder case. Despite their years of experience with crimes and criminals, even these calloused lawmen seem to have
difficulty describing Smith as anything but childlike. As KBI Investigator Harold Nye watches the interrogation of Perry Smith, Nye is fascinated that Smith’s “feet, as small as a child’s, couldn’t quite make the floor” (224). Similarly, agent-in-charge Alvin Dewey remembers his first meeting with Smith in the interrogation room in the police station in Las Vegas. He recalls Smith was a “dwarfish boy-man . . . his small booted feet not quite brushing the floor” (341). The detective also describes Smith’s hanging, saying he sees again “the same childish feet” (341). William Nance agrees that “in addition to being a murderer . . . Perry is a childlike dreamer” and his “physical appearance is that of a grotesque child” (204). Nearly all the novel’s physical references to Smith contain some language that is linked to his childlike features.

In addition to his physical appearance, Perry Smith’s behavior is often described as childlike. George Garrett asserts that Perry Smith has “all the right characteristics,” including “a rich and childish imagination” (86). The story’s first mention of Perry Smith includes the fact that he never drank coffee, but like a youngster, “he preferred root beer” (14). From the very beginning, reminiscent of a child’s security blanket, Smith hauls along a box of basically worthless “books and maps and songs, poems and old letters, weighing a quarter of a ton” (14). Tony Tanner also describes this carting around of memorabilia, calling it “most touching” (100). Smith also never outgrows his boyish fantasy of finding buried treasure, dreaming of “a drowned cargo of diamonds and pearls, heaping caskets of gold” (17). Smith pursues his search for treasure while he and Hickock are in Mexico. While there, Smith begins to ponder that there is something wrong with them because they have done such an evil thing. At this point Hickock gives his single most revealing description of Smith’s childlikeness:

But Perry—there was, in Dick’s opinion, “something wrong” with Little Perry . . . Perry could be “such a kid,” always wetting his bed and crying in his sleep . . . and often Dick had seen him “sit for hours just sucking his thumb and por­ing over them phony damn treasure guides.” (108)

Sadly, Smith’s behavior remains childish even to the gallows. Smith is chewing a “hunk of Doublemint gum” and his final task in life is to spit the gum “into the chaplain’s outstretched palm” (340).

Unlike Smith, Dick Hickock is consistently portrayed as a reasonably mature adult throughout the novel. George Plimpton reports that Capote calls Hickock “practical and pragmatic,” (60). The novel reveals Hickock was “twice married, twice divorced, now twenty-eight and the father of three boys” (24). Well into the second section of the novel, Smith reiterates this
fact in an almost wistful way. “That Dick had been married—married twice—and had fathered three sons was something he envied. A wife, children—those were experiences ‘a man ought to have’” (98). Like most normal adults, Hickock was easily able to obtain decent jobs such as ambulance driver and car mechanic, and consequently, he was unemployed only when he chose to be. An uncommon skill Hickock had acquired by adulthood was that of swindling others, and Smith is impressed by Hickock’s method in Kansas City. “Dick! Smooth. Smart. Yes, you had to hand it to him... it was incredible how he could ‘con a guy’” (97). In contrast to Smith, grown-up Hickock seems to have no trouble attracting women, and in Mexico he was “engaged” to two women at one time. Plimpton writes that Capote tells this about Hickock: “Women liked him,” and “Dick went to the whores” (60). As the adult, throughout their travels, Hickock decides the itinerary, Hickock earns and spends the money, Hickock bosses Smith.

Although Richard Eugene Hickock was not the one who physically committed the murders, there are many indications that he was the adult who masterminded this terrible crime. Eric Norden argues that Hickock “recognized the homicidal drive in Perry and he attached himself to it and encouraged it. Hickock was responsible for arranging the crime and the murdering was left to Perry” (129). Beginning with the first glimpse of the killers, Smith lets it be known that this was “Dick’s idea, his ‘score’” (14). A few pages later Dick brags, “I promise you, honey, we’ll blast hair all over them walls” (22). Later, while the two men are buying the supplies needed for their gruesome task, Hickock reminds Smith that there will be no witnesses. It is noted that “the plan was Dick’s and from first footfall to final silence, flawlessly devised” (37). Hickock emphasizes, “The only sure thing is every one of them has got to go” (37). Floyd Wells, the prisoner who notified the authorities about Hickock’s plan to rob the Clutters, said that Hickock “described to me a dozen times how he was gonna do it, how him and Perry was gonna tie them people up and gun them down... Still and all, it happened. Just like Dick said it would” (162). The final, most convincing opinion of Hickock’s major role in the atrocity is from Smith himself. Towards the end of the novel as Smith is signing his statement of admission, he holds Hickock largely responsible for the crime. Even though Hickock was not the actual killer, Smith states, “None of it would have happened without him, in a way it was mostly his fault” (255).

Capote shows several of the novel’s characters displaying sympathetic thoughts for Perry Smith. Alvin Dewey “found it possible to look at the man beside him without anger—with, rather, a measure of sympathy—for Perry Smith’s life had been no bed of roses...” (246). At the hangings, Dewey’s thoughts disclose, “But Smith, though he was the true murderer, aroused another response, for Perry possessed a quality, the aura of an exiled
animal, a creature walking wounded, that the detective could not disregard" (340-41). However, Nance warns that, in this particular instance, Dewey is seeing Smith only “as Capote has presented him” (208). Furthermore, Mrs. Hickock, Dick’s mother, tells a reporter during the trial, “‘And this boy Perry. It was wrong of me to hate him; I’ve got nothing but pity for him now. And you know—I believe Mrs. Clutter would feel pity, too’” (288). Reverend Post also “described sympathetically [emphasis mine] an encounter” (296) with Smith and later, remarking on Smith’s painting of Jesus, admits, “‘Well... any man who could paint this picture can’t be one hundred percent bad’” (306). Mrs. Meier becomes a sort of surrogate mother to Perry during the trial, and she says Perry “‘smiled kind of, and I decided—we, he wasn’t the worst young man I ever saw’” (253). The Meiers had to go out on the evening after the verdict was read, “‘But I’ll always be sorry we left him [Smith] alone’” (308) Mrs. Meier recalls. Even Hickock while on death row admits, “‘Sometimes you got to feel sorry for Perry.’” (335). Finally, Capote himself as narrator elicits sympathy for Smith by the way he words much of the novel, and particularly by the imagery in this courtroom scene: “Only Perry Smith... seemed misplaced... as lonely and inappropriate as a seagull in a wheat field” (272). Capote made excellent use of the narrator and the novel’s characters to show sympathy for Smith.

Capote’s personal relationship with Smith led him to deliberately design Smith’s character in a better context than Hickock’s. Nance says that “there is much in the life and character of Perry Smith to arouse sympathy, and Capote has skilfully [sic] empahsized it” (206). At the same time, Hickock is given short shrift, and much that is written about him is disparaging in manner. During Capote’s five years of research, he became good friends with both Hickock and Smith, but he seemed to identify especially with Perry Smith. Nance writes that Capote admits that Smith was the reason he decided to write his novel because Smith was so like Capote’s fictional characters in earlier stories. Smith was also very much like Capote himself, right down to the similarity of their stature. Some of Capote’s own problems paralleled those of Smith, and Capote saw his own childhood in Smith (211). These parallels cause Capote to orient his material from objective presentation so as to favor Perry Smith.

Capote admits that his writing may be subjective at times, especially in regard to Perry Smith. In answer to Plimpton’s questions about Capote’s point of view about Perry Smith and why Perry Smith committed the murders, Capote discloses, “Of course it’s by the selection of what you choose to tell... I had to make up my mind, and move towards that one view always. You can say that the reportage is incomplete. But then it has to be” (55). Upon further questioning by Plimpton, Capote reveals that he believed that Smith did not intentionally kill the Clutters and that Smith felt real remorse.
for what he did, trying constantly to understand why he had done it (60). In addition, Phillip Tompkins, unquestionably the most verbal “doubting Thomas” of this nonfiction novel, questions the factuality of *In Cold Blood*, concentrating on Capote’s portrayal of Smith. Tompkins notes that Perry Smith dominates this novel, more so than any other character, including the victims (56). Tompkins also suspects that Capote “changed Perry to fit his own conception” (212).

In his biography of Capote, Gerald Clarke writes that the lives of Perry Smith and Truman Capote had become intertwined, each seeing in the other the person he might have been. Capote saw Smith as his own darker side, full of subconscious childhood hurts, angers, and fears (Clarke 325). Clarke compares Capote and Smith in this way:

Their shortness was only one of many unsettling similarities. They both had suffered from alcoholic mothers, absent fathers, and foster homes. At the orphanages he had been sent to, Perry had been a target of scorn because he was half-Indian and wet his bed; Truman had been ridiculed because he was effeminate. A psychiatrist could have been speaking about both of them when he said of Perry: “He seems to have grown up without direction, without love.” (326)

Capote knew that even though his early background was similar to Smith’s, Capote himself could not have committed murder, and he struggled to comprehend how Perry could have killed. Therefore, Capote offers a solution for the incongruence of childlike Smith and grisly murderer Smith. He says, “Perry never meant to kill the Clutters at all. He had a brain explosion” (Capote 60). Nance suggests that “Capote, unable to understand this side of a man who in other respects was strikingly similar to himself, transformed him [Smith] into ‘an outcast and accursed poet’ who could kill only under the influence of what Capote terms a ‘mental eclipse’ or ‘brain explosion’” (213). Tompkins agrees that “for premeditated murder performed in cold blood, Capote substituted unpremeditated murder performed in a fit of insanity” (57). By adding compassion and sympathy to Smith’s character, Capote tries to avert the reflection of the man in the mirror of Smith’s childhood, the man Capote could have become.

In the same way a child is not held entirely accountable for deeds he does not fully comprehend, so Capote likens Perry Smith to a child, thereby purposefully, yet subtly, excusing Smith’s behavior. He accomplishes this in part through the interaction of the characters, and there is little doubt that many of the major and minor characters feel badly about Smith’s being punished on an adult level. On the other hand, little sympathy is seen for Dick
Hickock, from either the novel’s characters or from the writer himself. Portrayed as an adult, Hickock is subject to harsher moral judgments than is Smith. Perhaps this is because as an adult, Hickock should have known better and should be held more accountable; therefore, Hickock’s punishment is deserved. In contrast, because childlike Smith does not appear to fully comprehend his misdeeds, he cannot be held entirely accountable. Capote liked Smith, he identified with him, and he sympathized with him. After becoming so close to Smith, Capote could not bring himself to write this novel any other way. Deliberately Capote designed Smith’s character to elicit sympathy—from the novel’s characters, from the novel’s narrator, and from the novel’s readers.

Works Cited


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