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Back to the Future: Student Time Period Analyses

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Back to the Future

Student Time Period Analyses

English 133 Research Compilation

This newsletter began with the Fall 2015 Honors English class. These students were challenged to initiate research over a topic they thought was interesting and show how it related to our campus, Stephen F. Austin State University. It is our hope that this cumulative research will help readers look at SFA a little differently.

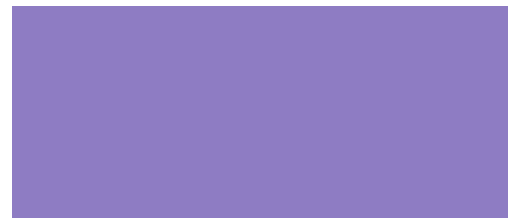
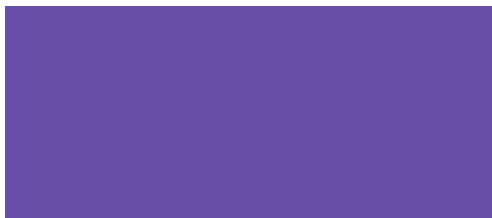
A note about SFA

Located in Nacogdoches, Texas Stephen F. Austin State University was founded in 1923 as a teacher's college. In the last 92 years it has grown to include six different colleges on a 360 acre campus and is home to a wide variety of majors from physics to dance.



Stephen Fuller Austin

Photographed above is a statue of SFA's namesake, Stephen Fuller Austin. This statue lies at the center of SFA's campus as a monument to this founding father and is lovingly dubbed "Surfin' Steve". Stephen Fuller Austin is considered the founder of Anglo-American Texas because, after his father's death, Austin decided to finish his father's venture of settling 300 families in Texas. Ultimately Austin was successful and his work shaped what Texas is today.



BEHIND THE SCENES: GREEK LIFE EDITION

Morgan Hanson

Even after doing a close investigation on how and why fraternities and sororities started, people will still down talk them because of the stereotypes. The typical stereotypes about fraternities are that they only throw parties, badly haze their pledges and do not care about the college they are at in any shape or form. Sometimes fraternities may be like that but Interfraternity Conference fraternities are not, and will take away charters at universities for character that goes against their morals and policies. Many different fraternities' charters have been taken away at Stephen F. Austin State University. They can eventually be given back but the fraternity is not allowed to come back until at least five years later and only will come back under impeccable behavior. Theta Chi, Pi Kappa Alpha and Sigma Chi have all been taken away at some point but worked their way back into the university. In Figure 1 there is an advertisement from Kappa Alpha for their seventeenth annual Budweiser Fight Night.

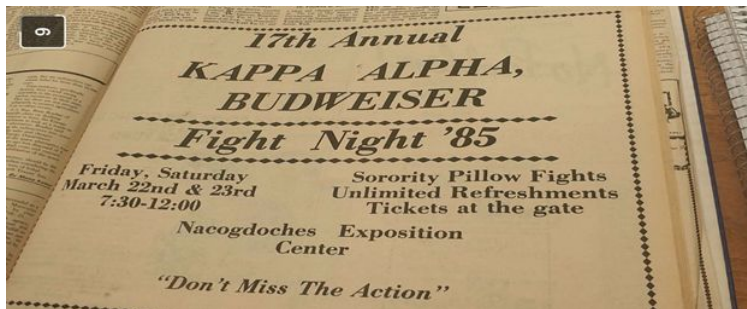


Figure 1. Kappa Alpha Advertisement for their 17th Annual "Fight Night" in the Pine Log from 1985.

This is behavior that is not condoned by Kappa Alpha now nor by the Interfraternity Council. This is one of the key factors for the specific stereotype for Kappa Alpha now. It seems that Kappa Alpha wanted to show their party side to things and advertise big for this event by renting out the exposition center, providing refreshments and having other activities that involve sorority pillow fights. This is the perfect example of the stereotypical fraternities everyone thinks about that would be something straight out of the movies. The consequences for having an advertisement like that would be suspension. It is easier for a fraternity to come back from being suspended rather than having their charter taken away completely.

In Figure 2 it shows that Theta Chi has been suspended for basic risk management issues.



Figure 2. An article in the 1985 Pine Log regarding the suspension of Theta Chi.

This could be anything from not planning a social correctly or always getting out of hand at parties. They did come back from it with no problem by showing good behavior but it is not healthy for a chapter to constantly go in and out of suspension. That is not the character that Greek life wants to show others.

Other fraternities do not act like this or if they do they did not advertise as big as Kappa Alpha did. Figure 3 is an article from the Pine Log in 1970, this shows that Theta Chi has received an award from the Interfraternity Council for having the highest grade point average out of all the other fraternities with an accumulative average of 2.27. This is something that movies would never show about fraternities; fraternities do care about their grade point averages just like any other student. In fraternities and sororities there is this system called Big/Little. A Big is a big sister (sororities) or brother (fraternities) and the Little is the new member. The Big serves as a mentor for the Little, in most sororities and fraternities the Big will help the Little out with their school work and make sure they are doing well in school to live up to the morale of the exclusive organization.



Figure 3. An article that covers Theta Chi's receipt of an award in 1970 in the Pine Log.

I personally have never heard about any stereotypes that were positive regarding anything related to Greek life, only negative. Most people do not know that Greek life affects a lot more outside of the university they are at; each fraternity and sorority have a philanthropy that they support. My sorority, Delta Zeta, has a philanthropy especially for speech and hearing. We are the only sorority at Stephen F. Austin State University that works internationally. There are connections with the Starkey Hearing Foundation and Gallaudet University, we donate to both to help give hearing aids to those who cannot afford them or just not in a position to receive them. The stereotype regarding the philanthropy aspect is that every woman in a Panhellenic sorority is just rich and spends all of their money on the clothes and the sorority house, money does go to those things but the majority goes to the philanthropy they support and the same goes for all Interfraternity Council fraternities.

Not only does each sorority and fraternity work with their philanthropy but also with the community their college is as well. In Figure 4 there is an article from the Pine Log about the Interfraternity Council fraternity men helping out the County Sheriff's Posse with a fundraiser to keep the rescue boats on lakes active in the area. Each organization works closely with the community in some way. After initially learning all of these facts about fraternities and sororities I was very shocked by the cliché stereotypes about Greek life as a whole. There are a lot more positive things that need to be said about Greek life before people start to insult wanting to be Greek. When I first told my mother that I wanted to go Greek and rush to be in it when I went to college, she questioned me a lot. She was afraid that I would get hurt emotionally and physically or that I

would get too caught up in the "scene" of Greek life and forget about my studies. I showed her all of the pros for my sorority and it made her feel at ease. More parents should research and ask their young adults why they would like to go Greek before immediately shooting them down. Sharing the positive information would be more beneficial for most students and their college experience.



Figure 4. An article in the Pine Log from 1969 showing IFC participation in the County Sheriff's Posse fundraiser for water rescue.

THE EVOLUTION OF FINANCIAL AID

Jordan Barge

Every year, college students in the United States apply for financial aid. While many students get financial aid due to their family's income, the students who don't qualify for need-based aid but also don't have enough money to fully pay for college frantically compete with each other to receive merit-based awards. This system is quicker than those utilized in the past, because now our financial aid awarding has been computerized and no longer involves as much human involvement. It is designed to help the maximum amount of students get the help they need, but with regards to the ratio of students applying for aid versus the students who get awarded aid, it is much more difficult for one student to get the help they need.

Money is one of the top deciding factors for students when choosing a college or university. Enrollment rates fluctuate each year and so do tuition costs. A few dollars here and there per student may not look like a lot individually, but on a larger scale it is what keeps the schools in business. In a 2014 edition of Stephen F. Austin's *The Pine Log*, editor-in-chief, Kasi Dickerson writes about an eleven dollar per semester-hour tuition increase for all students that was recently approved by the Board of Regents. She also writes that "the University will set aside 20 cents of every dollar for financial aid", meaning twenty percent of the tuition increase will go back to the students in the form of financial aid. To them any penny they can get is gratefully accepted.

Figure 1 shows that on average for American students the percentage of tuition paid by financial aid increased over the years. This proves that the system is helping students get into college. Like the tuition increases on the individual student, the small increase in financial aid isn't as noticeable on an individual level as it is on the national scale. With that being said, students still feel like they aren't getting enough aid, or worse, they are stuck having to pay it all back from the loans they accepted. A Stephen F. Austin *Pine Log* article from this October said "[American] student loan debt amounts to \$1.2 trillion," (Armstrong). Although some argue that loans aren't necessary, or that a student could try to avoid using them, for some students loans are one of the only ways they could afford to go to school so the loan part of financial aid is necessary, but could use a good amount of improvement.

The concept of having need-based aid given only to minorities has the end goal of increasing diversity. In the mid-1960s, people of color were just starting to obtain basic rights they had been previously denied.

Table 4. Among full-time, full-year undergraduates who received financial aid, average percentage of the price of attendance that was covered by aid, by dependency status and family income: 1989-90, 1992-93, 1995-96, and 1999-2000

Dependency status and family income	1989-90	1992-93	1995-96	1999-2000
Total	46.7	46.8	53.5	54.3
Dependency status				
Dependent students	45.5	45.7	52.4	52.9
Independent students	49.3	48.7	56.3	57.6
Unmarried, no dependents	50.5	50.1	61.4	61.5
Married, no dependents	47.6	48.3	49.7	50.3
Unmarried, with dependents	52.0	48.4	55.0	56.9
Married, with dependents	45.8	46.5	54.2	56.9
Family income				
Dependent students				
Lowest quarter	55.6	54.8	61.5	62.0
Lower middle quarter	45.3	48.6	54.5	53.3
Upper middle quarter	38.1	41.1	47.0	50.1
Highest quarter	32.9	33.3	40.9	43.4
Independent students				
Lowest quarter	52.7	51.7	60.9	63.5
Lower middle quarter	46.9	47.3	56.1	55.3
Upper middle quarter	45.2	44.6	50.5	51.8
Highest quarter	40.3	38.8	44.9	40.0

NOTE: The percentage of the price of attendance that is met by any type of financial aid. Calculations include only those who received any type of financial aid. The price of attendance is equal to total tuition plus estimated living expenses for the academic year. Financial aid includes all types of aid, such as grants, loans, work-study, and other (such as employer's benefits and veteran's benefits). Limited to undergraduate students who were U.S. citizens or permanent residents and attended only one institution in the 50 states, the District of Columbia, or Puerto Rico. Excluded are students enrolled at institutions other than the four major sectors (i.e., public 2-year, public 4-year, private not-for-profit 4-year, and private for-profit less-than 4-year) who constituted no more than 5 percent of the undergraduate population across the four NPSAS years. To have full-time, full-year status, students must be enrolled full time during the academic year for 8 or more months at public 2-year, public 4-year, and private not-for-profit 4-year institutions, or 6 or more months at private for-profit less-than 4-year institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989-90, 1992-93, 1995-96, and 1999-2000 National Postsecondary Student Aid Studies (NPSAS-90, NPSAS-93, NPSAS-96, and NPSAS-2000).

Figure 1. From *A Decade of Undergraduate Student Aid: 1989-90 to 1999-2000* shows the percentage of aid that paid for a student's tuition based on demographics.

The Higher Education Act of 1965 [HMM1] [BAV2] [BAV3] was meant to help people of color and the lower class afford college. In *Crafting a Class*, Duffy and Goldberg write that since 1965, colleges have "gradually embraced the concepts of access and diversity," and this has also assisted in "blurring the distinction between need-based aid and merit aid." Today with the FAFSA and other systems students don't just receive need-based aid or merit-based aid, but a combination of the two. This is all good news, not only are students that need aid given it, but they are encouraged to achieve more and the students that don't qualify for as much need-based aid are given the opportunity to compete for better merit-based awards. By proving to other schools and government bodies that they have better qualified students, the school hopes to be awarded more funding to continue to be a viable business.

By looking at the financial aid system of today, we can begin to improve for tomorrow. Because while not all problems can be solved exactly, the situation can be improved by continuing to evolve with the changing social views and helping those that need it the most, but never neglecting the other students that merit rewards. Every student and their families has a different experience when it comes to financial aid and college, but most everyone uses it. Although the current system is arguably better than those of the past, there is still much work that can be done in the future.

THE RISE OF ENVIRONMENTALISM IN THE U.S.

Jamie Weihe

Along with the ushering in of the Industrial Revolution in the eighteenth century United States came a newfound concern for the effects of humans on the environment. However, the movement of environmentalism was slow to build, and it was not until the 1960s that the movement gained enough momentum to go anywhere or make any significant difference on the national level. It is vital in examining this 1960's transitional process to understand that the success of the movement is largely due to grassroots efforts.

The impact of most - if not all - major social changes and philosophies throughout history boil down to one thematic element: presence or absence of grassroots support from the masses. The environmental movement in the United States was no different. In retrospect, it is easy to see that environmentalism failed to take root very expansively before the 1960s due to lack of general public support. In reality, this was largely explained by lack of awareness of the reasoning behind environmentalism, and a lack of awareness for the need of the movement in the first place. As urbanization and the effects of the Industrial Revolution became apparent to the general population, awareness of the reasoning and need for the philosophy of environmentalism exponentially increased, and momentum began to build. However, there was a great need for awareness of the intentions behind environmentalism to be disseminated among those who remained wary of the movement. In the end, the 1960s saw the initial rise of environmentalism due to grassroots' endeavors to quell the voice of the countermovement.

Through examination of artifacts from the East Texas Research Center, it is possible to analyze the great importance of grassroots efforts in the environmental movement as showcased by efforts on the part of Stephen F. Austin State University and its surrounding community. Collectively, the artifacts, dating from 1960-1969, speak of the story of how education and awareness of environmentalism counteract opponents of the movement and how they were carried out on a local level during the pertinent period of the 1960s United States. Through examination of articles from SFA's *The Pine Log* newspaper and the Nacogdoches *Daily Sentinel* newspaper, two primary methods of grassroots efforts are observed. The first was institutional formalized education, carried out at SFA through implementation of an environmental education course. The second method was embodied in the awareness campaigns and local support for environmentalism obvious in the events and attention given to the issue.

As alluded to previously, in response to public fear concerning the apparent rise of environmentalism, numerous universities began to educate their students and the public on the science behind environmental pollution and renewable and nonrenewable resources, energy options for future generations, and climate change. A prime example of this educational endeavor can be observed in the October 10, 1969 *Pine Log*, in which Stephen F. Austin released a story titled "New Course to Stress Conservation of Resources" announcing the institution of a new class course called Forestry 105, Ecology of Environmental Resources. The article seeks, overall, to impress the importance of education about environmental issues in the Stephen F. Austin community, and its significance is two-fold. In the context of the larger discussion of grassroots efforts in the movement of environmentalism, it demonstrates first-hand the implementation of environmental education at the university level. However, the fervor with which the university seeks to impress the importance of the course in the lives of the students, as written in the tone of the article, also hints at the role of leadership Stephen F. Austin likely played in the movement.



Figure 1. A picture from "New Course to Stress Conservation of Resources", emphasizing the effects of water pollution on the environment.

Not surprisingly, examination of *Daily Sentinel* articles from the same decade show that Stephen F. Austin was joined by the Nacogdoches community in the leadership role it played in the 1960s environmental grassroots efforts. Indeed, the two articles analyzed from the *Daily Sentinel* date to 1960, at the very beginning of the decade when the movement was just beginning to take off, demonstrating the extremely early role that the

Nacogdoches community played in grassroots efforts, especially in the area of forest conservation, an issue highly applicable to the piney woods of East Texas.

One of the *Daily Sentinel* stories, “Arbor Day Observance on Jan. 15”, announces the quickly upcoming observance of Arbor Day that year in Nacogdoches. The article adopts an informative and inspirational tone, discussing the importance of Arbor Day to the Texas population. The article quotes Governor Daniel, the Texas governor of 1960, as stating “The state of Texas derives many benefits from its trees... a renewable resource which must be protected. From this statement, it is easy to discern the importance of forestry to the state of Texas, and it is easy to imagine how great an impact an event like Arbor Day must have made on residents of the East Texas area, where pine trees abound. Interestingly, an article published in the *Daily Sentinel* only about a week later on January 19, 1960, titled “Use of Wood Products Grows: Tree Farm Plan in Vital Role”, emphasizes even more clearly the personal impact of forestry and forest conservation initiatives on the community of Nacogdoches. This article describes wood as the East Texas area’s “greatest renewable natural resource”. The article has a cautionary tone, however, and promotes the spread of tree farms to avoid shortage of the natural resource, which would have effects on both the community and the environment as a whole.

Overall, the narrative of the grassroots’ endeavors on the parts of both Stephen F. Austin and its surrounding network of Nacogdoches and the East Texas area in the 1960s United States, as preserved in the primary accounts of the university and community newspapers of the decade, is a wonderful example of the local efforts that must take place to nourish and sustain a major social movement like environmentalism. Especially in the area of forest conservation, the community took on a significant leadership role in advancing the ultimate cause of environmentalism, and the institution of formal education at Stephen F. Austin to promote awareness of the movement is a prime example of the goal of grassroots’ efforts, which is to reach out to the individuals, and not the masses.

THE IMPACT OF THE VIETNAM WAR ON SFA

Mark McLean

While social changes were occurring around the world and in the United States before the Vietnam War, the beginning of the war and subsequent years of war caused the changes in the United States to take a new path. The large number of young men being called to war and social unrest caused by the war led to changes occurring in areas such as marriage and the social view of the draft by many college students and young adults such as the people attending Stephen F. Austin.

One of the early changes from the war that can be seen is the change in marriage and divorce rates. Before the Vietnam War, marriage rates were decreasing while the overall number of marriages was increasing, unlike the divorce rate, which was increasing along with the total number of divorces (CDC). However, once the Vietnam War began, the marriage rate drastically fell along with the total number of marriages (CDC). Unlike the marriage rate, the total number of marriages only fell slightly from 1950 to 1960 (CDC). This is important to note due to the fact that in order to fight the Vietnam War, the United States activated the draft, which should have led to a large decrease in the number of marriages that occurred. However, as a writer for Stephen F. Austin's school newspaper *The Pine Log* pointed out, a "new draft law which provides that married men are ineligible for the draft seems to be a great help to draft dodgers" (Law Unfair). Due to the fact that married men were ineligible, many young men began to get married in order to avoid the draft, thus causing the total number of marriages to experience a much smaller decrease once the war began. This is supported by the fact that as the war continued, the divorce rate began to rise exponentially in both rates and in overall numbers. These occurrences did not escape the attention of students at Stephen F. Austin, as this also occurred in Nacogdoches. One writer for *The Pine Log*, even went so far as to publish his thoughts in an editorial. In the editorial he states, "Not only will the new law give the married man a head start on the single man, it probably will add to the ever mounting divorce rate" (Law Unfair). This statement shows that not only had a student recognized the effects of the law, but he or she also realized that others were already using it to escape the draft. The writer is also proven correct in that as the war continued and the marriage exemption law was removed in 1965, the divorce rate experienced a massive growth (CDC).



Figure 1. A group of students attending Stephen F. Austin gathered in order to protest the Vietnam War, sometime between 1969 and 1970 (East Texas Research Center Image)

Another large social change sparked by the Vietnam War was the change in public attitude towards the military draft. This opinion shifted greatly during the war due to many things including the idea that many thought that the war was unjust. There is often a myth about the draft in the Vietnam War stating that many of the soldiers who served in the war were drafted and forced to serve. However, this is proven to be false due to the fact that "two-thirds of the soldiers in the Vietnam War were volunteers", which is also emphasized by the fact that "two-thirds of the soldiers in World War II were drafted," (Westmoreland qtd. In *Statistics about the Vietnam War*). This comparison between the two wars shows that the Vietnam War was actually more favorable than World War II, which was one of the largest and most important wars to ever have been fought by the United States. In spite of these facts, many people in the United States still attempted to avoid the draft by fleeing to institutions such as college and marriage which would protect them from the draft. This negative attitude towards the war sparked protests in many college campuses and cities across the nation which increased tension between many civilians and soldiers for the duration of the war. This notable change in dynamic between soldiers and civilians is noted by one student at Stephen F. Austin, Pete Warner, in his short story titled

“The Darkness Within”. Within this story, the reader perceives the world through the eyes of a soldier that is guarding a writers’ convention. As the story progresses, the soldier is harassed and humiliated through several different events such as being named “Herr Hauptman” and being told that he will “probably lose control and go insane too,” (Warner). These events are used to illustrate the view of the author that society is progressing towards a negative view of soldiers in spite of them doing “(...) what [they] have to do” (Warner). Warner possibly wrote this due to the fact that he noticed that students at Stephen F. Austin were becoming involved in anti-war sentiments and he desired to ease the growing tension by showing the brutal conditions that soldiers were forced to suffer through.

However, in spite of Warner’s efforts, the students at Stephen F. Austin still ended up protesting the Vietnam War as shown in the following image. As shown in the Figure 1, students attending Stephen F. Austin decided to protest the Vietnam War in much the same way other colleges across the nation did.

From the present information it can be understood that the Vietnam War caused several changes through Stephen F. Austin. However, the information presented is very limited and warrants further examination.

THE WOMEN'S ARMY INVADES NACOGDOCHES

Sarah Ebert



Figure 1. “Women’s Army Corps Members.” “Photograph showing three women wearing civilian clothes posing at a sign that reads ‘Army Administration School Personnel Only.’ There are two university buildings in the photograph.” (East Texas Research Center Digital Archives)

World War II was a global conflict and therefore a momentous time in history. What was our very own Stephen F. Austin State University doing to help the war effort? In the first months of 1943, the Women’s Army Auxiliary Corps (WAAC) moved onto the Stephen F. Austin State Teachers College campus to open up their administration training school. The WAAC was an organization recently created by Congress to allow women to work with the Army and contribute towards the war effort. The WAAC was also the next stepping stone towards the greater inclusion of women in the armed forces.

The bill to create the Women’s Army Auxiliary Corps officially passed in Congress on May 14th, 1942, and was signed by the president the next day (Treadwell, 45). As stated in the bill, the mission of the WAAC was to “[make] available to the national defense the knowledge, skill, and special training of the women of the nation” (Treadwell, 19). In addition, the United States hoped to “[utilize] women in the military service [...] to increase the efficiency of the Army” (Treadwell, 19). However, due to much opposition to the idea of women going to war, the WAAC women were only allowed to perform non combat jobs and while being authorized to serve with the Army, they could not officially be a part of it (Treadwell, 19). Many of the women in the WAAC were trained to perform clerical and administrative duties.

The Women’s Auxiliary Army Corps had been in existence for less than a year before Stephen F. Austin State Teachers College (as it was called back in 1943) got involved. In *The Golden Years: The First Half Century of Stephen F. Austin State University*, Bettye Craddock explains SFA’s predicament. In 1942, SFA’s president, Dr. Birdwell, retired, and Dr. Boynton became the new president (51). In January 1943, the number of students attending SFA had dropped to only 348 (53). This was a result of the war, as many male students had gone off to fight. Craddock summarizes Dr. Boynton’s efforts nicely:

In order to save the college, something had to be done- and fast. Having the insight that survival for the school depended largely on service to the nation, Dr. Boynton conferred directly with officials in Washington, D.C. Because of Dr. Boynton’s foresight, SFA was able to secure the first Women’s Army Air [Auxiliary] Corps training school in Texas (53).

SFA was converted into an administrative training school, and officially opened on February 12, 1943, when the first WAAC Company arrived (Kaemmerling, 66). Most of the buildings on SFA campus were given to the WAAC to use, including the Austin Building, the Science Building, the Band Hall, two dormitories, and the Women’s Recreation Center (Craddock, 53). Classes continued, but the college students that were attending SFA were moved to houses in town (Craddock, 53).

At the Administration Army School, WAAC women completed 87 courses in 6 weeks (“600 members”). These courses covered about 60 subjects including “personnel management, business management, and management of records [...] typing, military correspondence, and report preparation” (Kaemmerling, 78). The women arrived “every three weeks in groups of 300 each” (“600 members”) though many of the companies ended up being much smaller. An article in *The Pine Log*, SFA’s student newspaper, gave a detailed run-through of their schedule, which started at 6:00 am and ended at 10:30 pm, and included making beds, inspection, assembly, marching, classes, meals, drill, exercises, studying, and a short amount of free time (“WAACs on Go”). Clarice Pollard, a WAAC who trained at SFA, adds that in the evenings the women were occupied with “laundering, ironing, hair washing, showering, shoe polishing, letter writing, shopping or socializing” (Pollard, 61). They also created and maintained their own newspaper, and each class prepared and put on a show as part of their graduation ceremonies (Pollard, 61).

The school only operated for about a year, but it had a significant impact. If not for the WAAC, our university might have not become as successful as it is today. Because enrollment at SFA had dropped so low during World War II, there is a high probability that the school would have just fizzled out in the 1940s and never recovered. However, due to Dr. Boynton's efforts and the WAAC who lived, worked, and learned on campus during this crucial time in history, this was not the case. We are proud to be a large, thriving university today.

By providing a place for the WAAC to conduct their administration school, SFA was supporting the WAAC. In a way, SFA was, at the same time, supporting a greater cause because the WAAC was an organization which represented a step towards greater equality for women and an effort that helped bring about the end of the war. Although SFA might have hosted the WAAC administration school for economic reasons, there were unintended consequences that changed American society. This was SFA's contribution to the war effort, which was mutually beneficial to the university, the Women's Army Auxiliary Corps, and the country.

CHANGE - AND WHY IT IS SO DIFFICULT

Hannah Markham

Ever since at least the late 18th century, women have been slowly coming to the conclusion that there is something wrong with society. To be more precise, women were realizing that they are not receiving the same treatment as men in many ways. Starting around the late 1940s and early 1950s, women were essentially sat down by society and plainly showed their choices in life – an abundance of options to choose from, all two of them. They could either go out, find, and marry a man, then take care of the house as well as their children, or they could stay unmarried and live their lives out as “unhappy” spinsters and social outcasts. As expected, the latter option was deemed to be undesirable, and women were taught to pity those who “strayed” onto that path by society – which helped keep a lot of women from interacting with the “poor, unhappy spinsters” and discovering that they were not really as unhappy as they were said to be. In order to keep these guidelines as the status quo for a long time, stereotypes were heavily enforced and strengthened everywhere possible.

Stereotypes, especially before anti-discrimination laws had been written into existence, hung like heavy chains on the shoulders of all women in the United States, creating difficult –and sometimes even dangerous– obstacles for any woman desiring to break past the social norm and chase their passions. The stereotypes faced by women in the United States ranged anywhere from people believing things like “women like to shop, and are therefore the better of the genders when it comes to purchasing things” to “a woman’s place is beside a man, taking care of the house and kids.” Each and every stereotype and expectation had its own special way of spinning its obstructing web around females in a way that, when combined, would completely trap women within their “proper” roles in society. Some of the stereotypes sounded harmless, but still managed to put obstacles in all women’s paths to their individuality. The unfortunate truth that for so long was left unchecked was simple – all of the expectations and stereotypes placed upon women squeezed and drained them of every last drop of their individuality until there was none left to take, before slowly building them back up and cranking them out into roles that left little ability for any deviation. The weight of stereotypes and expectations had essentially been turning the entire female population into a terrifying army of maternal drones, instead of the individual human beings they actually were.

Thankfully, there have been some heavy changes in the roles of women. Women are now free to take on whatever jobs their hearts desire, and are able to live out their lives without even marrying if they so wish. However, despite the many advances we have managed to obtain so far within these last three and a half decades regarding the equality of all genders, we still have an arduous journey ahead of us. There are not even two accepted genders to make equal, although the “original two” still have some difficulty with each other as it is. We’ve begun opening our eyes to the differences between sex –the biological term for what equipment you were born with– and gender –what an individual mentally identifies themselves as– which has led to many more propositions for change.

These changes, however, are not always met with the joy and acceptance that the women of the second women’s rights movement had when they finally received what they rightly deserved. One of the reasons many women found it to be the best option to simply go with the flow, was the backlash. One particularly outstanding case in which a woman was unjustly subjected to negative backlash happened just recently, and can be found in England, involving 29-year old Holly Brockwell.

Asked to write about women who didn’t desire to have any children, Holly decided to write about her own desire to be permanently rendered incapable of having children by having her ovarian tubes tied. She had, as many who write about similar controversial topics, expected some bad reactions to her work. What she hadn’t quite expected were the hundreds of people messaging her on all types of social media platforms. According to Holly, she had been subject to comments calling her “heartless [,] selfish, ignorant [,] stupid, naive and in need of psychiatric help.” (Scott) as well as comments relating to her state of being female, like people telling her to “shut [her] mouth and legs” (Scott) claiming she “[needed] an operation to stop [her] from speaking, and that no one will want to have sex with [her] anyways, so [she] needn’t worry about pregnancy” (Scott). They’d even gone so far as to get information on her background like previous jobs and other works she had written in order to attack her.

She had also received messages from supporters, but according to her it was simply too much to deal with, so she deactivated her media accounts, essentially falling off the “internet grid”. All of this was caused by her simply writing an essay about what she was planning to

do to her own body, and not even something that could possibly affect others. Her take on the situation was both simple and true, “A woman with an opinion talking publicly about absolutely anything will get backlash. A sad contingent of throwbacks can’t accept that we have power now, that we can make decisions about our bodies and lives. They want to keep us at home with the babies, dependent on them” (Scott.)

Unfortunately, one of the biggest issues regarding these stereotypes is the lack of effort put behind removing them. Their presence has become so engrained within our society that no one seems to be willing to step up and try to change the status quo for the better. Like a wound left uncleaned or treated, the power of these stereotypes and expectations have been left unhindered and permitted to culminate to the point in which they have become a festering blight on society. It is this very reason that stereotypes from half a century ago still exist today in fair strength and numbers – people are simply not willing to make a change, so they don’t. Some individuals are even outraged beyond logical means at the idea of change in societal norms - as seen in Brockwell’s situation.

An important question to ask yourself right now is “why?”; Why do people seem to be dragging their heels at the thought of creating and allowing equality? What possible result of equality is so horrible that people deem change to be a bad idea? It is completely possible that the reason change has yet to occur is not because people are afraid of change, but are afraid to be the first to speak out about the need for change for fear of the backlash. Hopefully within the next few decades, the citizens of the United States will be able to wrap their heads around the need for change, and apply themselves towards improvement.

MATRIMONY AND MATURITY

Renay Gladish

The cultural view of marriage and maturity of college students has obviously changed over the course of sixty years. The popular perspective of marriage among college age individuals is depicted through statistics across multiple decades, student written documents like yearbook announcements and articles, time period related sources, and a survey conducted from current SFA students. The evolution of the ideas regarding these topics is apparent through the students' perspectives from multiple decades ago compared to those of the current generation.

The most recent volume of *The Pine Log* has one article devoted to an announcement of students getting engaged. On November 22, 2014, Jonathan Aviles proposed to his girlfriend Hannah Carroll. They are both juniors at SFA and will graduate in May of 2017 (*Love On the Field*, n.p.). Although this announcement was published in the yearbook, it was not solely to announce their engagement like in older *Pine Log* articles. Their engagement was recorded in the yearbook because it was noticed as one of the top moments of 2014. Aviles is the operations manager for the Lumberjack Marching Band and Carroll twirled for the band (*Love On the Field*, n.p.). He used the band's performance that night at the football game to "pop the question" and Stephen F. Austin posted it on their university Facebook. The article was not published because the happy couple wanted it in the yearbook, it was published because it was something that consequently involved the entire school. This idea contrasts the viewpoints from older yearbook articles in the 1950's and 60's. For instance, in the 1959 *Pine Log*, there were multiple pages solely devoted to student engagements. In the latter part of the 1960's, the cultural normality of getting married in college was still advertised in the student written yearbook. There was an article for wedding and engagement rings from the Keepsake's Jewelers store. The jewelers claimed that, "The name, Keepsake, in your ring assures lifetime satisfaction" (*Keepsake Diamond Rings*, 1967 n.p.). At the end of the ad, there was a card entitled "How to Plan Your Engagement and Wedding." Obviously, this advertisement points to the idea that getting married in college was still a common thing to do, however by this time the marriage rate percentage had fallen drastically. By the mid-1960's the percentage had dropped from roughly 90% to nearly 70% (Cruz n.p.).

The declining popularity of getting married resulted in fewer articles concerning engagements and marriage announcements. This trend continued into the 1960's editions, but gradually dwindled away in the onset of the 1970's. An advertisement found in one SFA yearbook from the mid-1960's displayed three dazzling diamond rings. They claimed that proposing with one of these rings offered "a lifetime of satisfaction" (*Keepsake Diamond Rings*). Under the article advertisement was a cut out portion titled "How to Plan Your Engagement and Wedding." This small portion of a page in a collegiate newspaper given to a local company gives light to some of the periodic values.

I conducted a survey among thirty SFA undergraduate students to determine whether or not the viewpoints of the current students reflected the popular opinions of the culture they grew up in and are a part of presently. The ages ranged from eighteen to twenty-two. I presented the question: if someone has a serious significant other in college, is it ideal to wait until after college to get married or do it while still in school? Out of the thirty students who were questioned, almost all of their responses were the same. From this statistic, it appears that the majority of SFA undergraduate students believe it is best to wait until after graduation to get married. I asked multiple people who are currently involved in serious relationships and their responses matched up with the single college students' viewpoints. For instance, even an eighteen year old girl who was engaged over the summer told me she plans to have the actual wedding after her and her fiancé graduate. However, there were two individuals that did not agree with the popular opinion. One of these individuals responded, "Parents almost always say wait until you graduate. But if you love each other and you are both ready, then I do not see a point in waiting. What would really change? You would get a better job? To me it could only get better." This student offered valuable insight to some of the cultural values that turn college students away from marrying young. However, her statement also directs to the issue of maturity when she says "But if... you are both ready..." She agrees that there is a standard of maturity that must be attained to get married, but her idea is significantly different from society's standard.

This student also contradicts the major importance of being financially prepared to support another person. The issues that hinder a college student's decision to get married while in school are influenced by varying demands from school, family, and the workforce which were not prominent multiple decades ago.

While there are students who think that there are not issues with being married and attending college, the majority carry the ideals impressed by culture and

various other demands presented by family members or job requirements. Needless to say, those who decide to get engaged or married while attending college should not be oppressed for acting in contrast to common perspectives. Furthermore, there has been an apparent shift in cultural values and economical demands regarding education in the workforce. These factors have made it more practical to get married after college graduation in the twenty-first century.

ABORTION AND WOMEN'S RIGHTS

Anna Gaskin

At SFA in 1972, a young student wrote a section in a separate issue of the East Texas Free Voice paper supporting the women's rights movement that was going on there at the time. Her essay was in support of abortion saying it is morally wrong to bring an unwanted and unloved child into the world. She even goes so far as to say doing so is "not humane" ("Dear Sisters" n.p.). She goes on to say that "legalized abortion could be regulated and controlled, and perhaps prevent the deaths of the five to ten thousand women that die at the hands of unqualified abortionists" ("Dear Sisters" n.p.). It is apparent the moralistic views of the time leading up to the legalization of abortion. Another article from the Duke University archives takes us through the process of abortion, proving within reason that medical abortions are much safer than those that are self-performed or done by unqualified persons. During a clinic or hospital abortion the woman is given the option of being put under anesthesia so that there is little to no pain during the procedure. "Blood pressure [is] taken before, during, and after the procedure. A change in blood pressure can indicate internal bleeding if the uterus has been damaged" ("Vacuum Aspiration Abortion" 4). It is not unlikely that someone without the right tools will puncture the lining or walls of the uterus when trying to perform an abortion. It is important that doctors know medical history and take tests before the procedure such as pregnancy tests, blood clotting time, hemoglobin and hematocrit, blood type, and sickle cell tests as well as STD/STI tests ("Vacuum Aspiration Abortion" 3). Outside of a doctor's office these essential tests would not be able to be done, making the procedure exceedingly more risky. The matter is even now still in question: in relation to abortion what is the moral or right thing to do? That is something each of us have to answer for ourselves, however with abortion's legalization, those who do choose to have the procedure done are at far lesser risk.

There were many strides taken in women's rights that led up to the actuality of abortion's legalization across the country. First, in 1960, the birth control pill was created and approved to be sold in the United States. This was the first oral contraceptive and paved the way for many more forms of birth control as a result ("What Happened" n.p.). Next, in 1962, a woman by the name of Sherri Finkbine "traveled to Sweden for an abortion after learning that Thalidomide, a tranquilizer drug she had taken, caused extensive deformities to the fetus" ("What Happened" n.p.). This is another case that further proved to the Supreme Court and American

people that, in some cases, abortion is the best option for either or both the mother and child. Next, in the case leading up to *Roe v. Wade*, the Supreme Court ruled that states could not restrict "access to contraception for married couples" ("What Happened" n.p.). *Griswold v. Connecticut* was in 1965, about ten years before *Roe v. Wade*. Also that year, the National Abortion Rights Action League was founded ("What Happened" n.p.). Four years later, abortion counseling services were set up in Chicago in a covert, undercover operation. That same year a women's rights group called the Redstockings "staged an abortion speakout, insisting that women's voices be heard on the issue instead of only male legislators and nuns" ("What Happened" n.p.). This is very similar to arguments made by women's rights groups and solitary individuals in support of abortion today. Of course, the topic is widely controversial, but it is interesting to see how similar the same argument is now as opposed to then when so many things have changed. Gaskin 3

Finally, in 1973, *Roe v. Wade* was seen by the Supreme Court and it was ruled that abortion be legalized across the whole country. Jane Roe was a Texas resident that felt it right that she be able to "terminate her pregnancy in a safe medical environment" ("*Roe v. Wade*" n.p.). The court, in a seven to two decision ruled that, like *Griswold v. Connecticut*, this case fell under the "zone of privacy" that is established subliminally in the Fourth, Ninth, and Fourteenth Amendments ("*Roe v. Wade*" n.p.). As a result of this decision, states cannot interfere with abortions during the first trimester, but still may interfere during the third providing that the mother is safe. So, while it is legal in each state to carry out an abortion, there are different rules once a woman has carried the fetus over a certain time period, depending on where she lives. Today, in hospitals and abortion clinics "complications resulting from vacuum [aspiration abortions occur] in just slightly more than 3 out of every 1,000 women" ("Vacuum Aspiration Abortion" 5), numbers greatly reduced from before abortion was legal. While all of this was being decided, women's rights activists at SFA were fighting for these self same rights on their home front. The marriage rates went way down (The Pine Log n.p.), but activism went way up. People at SFA were more concerned with gaining rights and freedoms than doing anything else.

CIGARETTE DEPRESSION

Jillian Whitney

Though the 1930s were a decade vastly different than our own, the way cigarettes advertised then is comparable to advertising tactics used by e-cigarette companies today. Both promise mental and physical benefits in a similar manner.

First, it may help to understand the historical context traditional cigarettes were advertising in. The Great Depression fostered an environment that cigarette advertisement campaigns would thrive in to the extent that advertisements would plaster even collegiate newspapers like SFA's *The Pine Log*. The success of these advertisements and the large number of smokers can be seen in how many advertisements a company was willing to put in a small college's newspaper. Stephen F. Austin State University is not a large college now and was smaller in the 1930s; therefore *The Pine Log* reached fewer readers. Below, in Figure 1, a campus map shows there was a total of five buildings including the small powerhouse. Though SFA's student newspaper was not reaching many people, companies were eager to advertise to this small crowd.

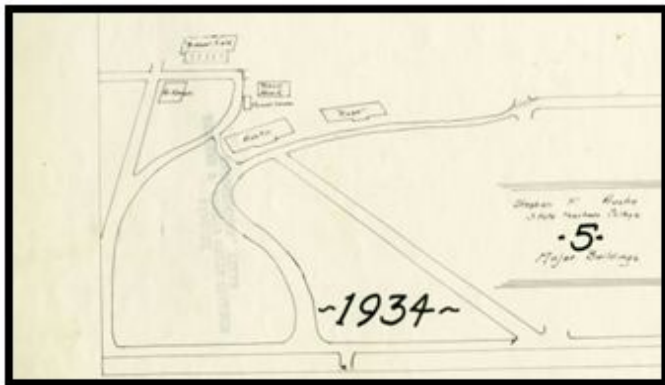


Figure 1. “Stephen F. Austin State Teacher College Major Buildings”. A hand drawn 1934 map of SFA. The edges of the document were cropped to show only the map. (Author)

Large corporations' eagerness to advertise in small collegiate newspapers is not the sole evidence, but merely a point of reference for the way cigarette companies used the Great Depression to advertise effectively. To look at actual advertising techniques, we can study the success of cigarette company Camel when they employed aggressive advertisement techniques during the Great Depression. According to Dave Chase, Camel was the leading brand of cigarettes in the 1920s, but the brand Lucky Strike overtook them as the Great Depression hit. Camel then countered by increasing

advertisement spending. This plan worked well; soon Camel was back on top of the cigarette market (Chase). A reason advertisements might have been so effective could be that people were searching for something to make themselves feel better through their struggles with high unemployment rates.

The Pine Log seems itself shows how the number of cigarette advertisements rose as the Great Depression hit Texas. During the very earliest part of the 1930s, there were not that many cigarette advertisements in the *Pine Log*, but they were introduced more and more as the Great Depression went on in Texas. As time passed, the number of cigarette advertisements grew until there was hardly a page without at least one. Figure 2 shows an example of how many cigarette advertisements were on the average *Pine Log* page during this time period.



Figure 2. A page spread from a 1935 edition of the *Pine Log*. (The Pine Log)



Figure 3. A 1934 tennis advertisement for Camel cigarettes. (Camel)

To further understand how cigarette companies used people's desire for a distraction, it may help to look at Figure 3. In Figure 3 an advertisement found on "Vines for Camels", viewers can see how Camel successfully used advertisements in a 1934 advertisement starring a tennis champion smoking a cigarette. The ad tells the audience that Camel cigarettes have an "energizing effect", "a lift", and "never get on your nerves". Though we now understand that cigarettes are likely to do the opposite of these claims due to negative side effects, our wealth of knowledge about health was not available to desperate citizens of the 1930s. Instead, all three of these phrases, "energizing effect", "a lift", and "never get on your nerves", sound like plausible buzzwords for someone who is exhausted of struggling to make ends meet.

To take this observation further, we need to apply it to modern electronic cigarette advertisements. As traditional cigarettes promised physical and mental benefits from smoking, e-cigarettes claim the same effects. Since e-cigarettes are a relatively new product whose effects have not been studied as extensively as traditional cigarettes and are currently unregulated by the FDA, people might be more susceptible to claims about smoking benefits. While some claims are believable and have research in support of them, others are much less plausible and without evidence.

An example of believable electronic cigarette health claims is that e-cigarettes are healthier than traditional cigarettes because there is no tar and, typically, fewer chemicals. Though this is a valid argument and it probably would be better for smokers to smoke e-cigarettes instead, it is also important to note that the variety of flavors available in e-cigarettes as well as advertisements that target young adults who were often non-smokers. In fact, according to R. Griffin, the number of teen and tween smokers more than doubled as e-cigarettes gained popularity. However, this may be a correlation, not the aim of electronic cigarette companies.

Unfortunately many vendors of e-cigarettes take reasonable claims and stretch them so it seems e-cigarettes are harmless when they all contain at least some chemicals, even if have less than traditional cigarette. Others proponents of e-cigarettes take those claims even further and attempt to say that e-cigarettes have health benefits. If consumers were to take these advertisements at face value, they could be convinced smoking e-cigarettes is healthy. In reality, the American Cancer and Lung Association has found that e-cigarettes pose a number of dangers including the fact that e-cigarette nicotine levels are often different than packaging states and vary within the same brand and style. Experienced electronic cigarette smokers tend to learn ways of increasing the amount of nicotine delivered by the e-cigarette, the lack of FDA regulation makes it impossible to know exactly what is in e-cigarettes, and accidental poisonings ("E-cigarettes and Lung Health."). It would be useful to know how many Stephen F. Austin students fall prey to these claims, and how many do not care about negative health implications before incriminating electronic cigarette companies.

As advertising techniques remain the same, it seems important to discover more about how e-cigarettes affect the body. It will require long-term studies over e-cigarettes to truly know whether Americans are falling prey to the same advertising tactics, or if e-cigarettes are actually have little to no harm.

THE CHANGES OF DOMESTIC VIOLENCE

Bertha Vega

Intimate partner violence includes physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner) (Breiding, Basile, Smith, Black, and Mahendra 11). Domestic violence is very similar but it is more family oriented. Statistics show that a woman is assaulted or beaten every 9 seconds. If you talk about intimate partner violence the rate goes up to 20 people per minute. Domestic violence happens to both men and women. Statistics show “1 in 3 women and 1 in 4 men have been victims of some form of physical violence by an intimate partner within their lifetime (Domestic Violence Awareness Project (DVAP)).

Domestic violence awareness month was started by the National Coalition against Domestic Violence in 1987. 1995 was the actual year the National Resource Center on Domestic Violence (NRC DV) started constructing their organization (Domestic Violence Awareness Project (DVAP)). Men and women finally had the opportunity to speak up. It doesn't matter what culture it is – domestic violence happens everywhere. There are some cultures that do not think of it as domestic violence though. These cultures just see it as being faithful and pleasing to their husbands. This goes back to what I mentioned of how people think or were raised. Some do not even know they are doing it and other do not even know it is being done to them. All these projects were started by women that knew something had to change.

Due to the serious social issues and student/faculty needs, SFASU decided to incorporate a social work program for the bachelor level. With the college seeing that students wanted to be closer to the victims, it decided to bring in a Masters program. This would allow the students to get on a personal level with the victims and to experiment as well. The college was doing this, not only for the students, but for the surrounding community that was in need as well. Some other reasons for the change were the growth in social issues that included dropout rates, increases in poverty, very limited medical services, and an increase in probation for juveniles. This was all due to the bad economy which ended up turning into family issues that included domestic violence (Stephen F. Austin State University). SFA was also getting involved in a batterer's intervention and prevention program.

A law at the moment that was passed in 1986 was the drinking age law. Instead of it being 19, they states It is moved it up to 21. This helped enormously with fatalities but not really with rage. There were still those teens or young adults that wanted to drink but could not and it would only cause anger from that point. Now imagine how pissed off those that used to drink were after they became part of that “underage” group. The actual percentage from the decrease of fatality was 17% and Texas was ranked 20th (National Highway Traffic Safety Administration (NHTSA)).

The cold war was also something very important going on during this time. The cold war was devastating to a large group of people. For roughly 50 years the United States and the Soviet Union confronted each other in different situations. They had their differences, but for a while nothing changed about that. The US had multiple army sites but also shelters just in case anything happened. During that time citizens were scared of getting hit by a bomb. There were so many people trying to help. There were some that enrolled in the military but also others that helped with the making of the shelters. This was a critical time for those going to school. Some left school because they were drafted, others were so scared that they could not be free (Texas Historical Commission). Not only that, but at this moment the south was still partially segregated. Yun and Reardon explain how it might not have been as noticeable but equality was not where it should have been (Yun and Reardon 4). Even though it was mostly in the south it still affected those cities in the east of Texas like Nacogdoches. All of this sounds like hardships to me which equals alcohol which equals domestic abuse. Even though the time was very impactful and there was something going on every single time, there was not much to talk about according to those in that time. I have recalled talking with family members that were in their 20s during those times and they never needed counselors. They never wanted to talk to anyone about anything that had to do with their family.

To conclude, domestic violence is still out there but we can help prevent it with the best of our ability. Some cultures are the same but others are slowly changing. We are in that generation that believes more in being open minded, but we also have those that are set in their own ways because of how they were raised. There are also those heroes in the world that will not give up on the ones that will not protect themselves.

SFA has changed by helping those in need, no matter what it is. We have become a very diverse university. Those students from different cultures that are here get to see how it is in our culture. Depending on where they are from they might be the same points of view. There is no way of changing a person's feelings toward something until they see it with their own eyes (and see it clearly). wonderful to see organizations do events or have all-year organizations that consistently work on changing something about our world.

Since we have more knowledge about abusive relationships we can help those in need. I also believe that with more research and questionnaires we can find the way to help those that are still behind closed doors. Some are just impossible to help because of the mindset that they were raised with but when that mindset is changed it is a whole new story. It is important knowing about different cultures since they are importing to determining how a certain individual reacts to those critical issues.

THE MENTAL ILLNESS PROBLEM

Quinn Hamilton

Mental health is a profound issue that has never been properly addressed. Many attempts have been made to properly address this problem, but none of them have been entirely successful. Even though mental illness is an ongoing problem that continues to grow, we will never know the full extent of this issue until steps have been taken across the country and locally at Stephen F. Austin State University and in East Texas to adequately educate everyone regarding this problem. Mental illness has led to many disasters such as shootings on college campuses and in movie theaters. These horrifying events could have been stopped if a person's mental illness had been properly treated and reviewed as a real sickness and not something to be swept under the rug. In order for disasters to be stopped, the root of the problem must be observed and treated in an effective and educational manner.

In a 2010 edition of *The Pine Log*, an advice column was written by a journalism student, Tiara Jefferson, about managing stress level as a college student. In the article she highlights the ways a person can relieve stress, and also relates stress to initiating sadness and the feeling like she cannot escape the problems that she is faced with in life. She also says that "nothing good comes from people with heavy hearts; you could unknowingly lead yourself down a path to self-destruction mentally." This is what many college students do to themselves unknowingly and before it is too late they find themselves in a state of unhappiness, discomfort, depression, and other issues which are capable of developing rapidly. It can also lead college students to break down because of the pressure because they are faced with the need to achieve and be successful. Jefferson had a good idea regarding what it takes as a college student to not become too overwhelmed by the stress of school and she knows what it takes to be able to succeed without over-working a person's mind to the point of breaking.

At Stephen F. Austin State University in 2009 there was an art exhibit depicting mental illness through photography. These pictures explore topics such as "family, confusion, pain, abuse, treatment, and healing." These pictures addressed the issue of mental illness head on and chose to depict it in an artsy, yet explicit way. By doing this, the photographers shed a different light on mental illness, but at the same time did not sugar coat it. It depicted mental illness as a real part of the world and something that should be addressed by society. This was a very progressive and intelligent move by the students of SFA and a way to show the school and the surrounding

area that they are not afraid of discussing mental illness and the problems that go along with having it. Another important part of this would be the treatment and healing that comes with it. After mental illness education and awareness it is very important to treat mental illness and make sure that the person can properly heal. This exhibition was another important step in the right direction to making SFA a place where mental illness is addressed head on and is dealt with effectively.

A largely documented mass shooting surfaced almost 13 years later in a time when mental illness had been more properly addressed and attempts of educating people on this issue had been made. In 2012, there was a mass theater shooting in Aurora, Colorado at the midnight screening of *The Dark Knight Rises* killing 12 people and injuring 70 more. This was the first major shooting that drew national attention since Columbine in the United States. According to the Huffington Post, the shooter James Holmes was mentally psychotic and "he could not tell right from wrong when he killed 12 people during a packed movie premiere" and had a severe mental illness that made him "tremendously emotionally flat." Obviously, his mental health problems had never been properly addressed and no one had taken action before it was too late. This could have been for a variety of reasons. Although not likely, it may have been because the people around him never saw his mental health problems, but more likely it was because people were afraid to address them. This event took place only 3 years ago, and demonstrates that our society currently has problems with addressing mental health problems.

Mental health in the present is an extremely prevalent issue. It is an issue that should be discussed everywhere and is an issue that is being discussed more often as an actual sickness which needs treatment. Mental illness has led to many problems around America today, such as shootings and severe depression among young people, particularly on college campuses. Mental illness in the past was an issue that was avoided at all costs and was seen as something that should be ignored. Today, even though it is seen as less of an important issue than physical illness, it is still being talked about more and efforts are being taken to educate the general public about mental illness, and the ways of dealing with having one or have a loved one have one. The amount of people with mental illnesses has risen significantly and is becoming a larger issue. Mental health is not a subject that should be discussed lightly, but should be addressed head on and dealt with because if it is not addressed today, it will only lead to more problems in the future.

CRACKING OPEN COCAINE

Shelby Watkins

The nineteen eighties were almost a recovery period for the nation. With the closing of the long fought Vietnam War in 1975, it left our economy in a state of economic distress. Reagan took it upon himself to try and save the economy. Regardless of what Reagan did, in 1983, the economy was on a rebound. The inflation in the economy had eased, and the United States was on the road to a sustained period of economic growth. This new stability created more than thirteen million new jobs between the years of 1982 to 1987. With the newly revamped economy, one would assume that the illegal use of drugs would be a lower percentage. Conversely, drug abuse only became more profound.

These are all nationwide events, or national developments. As we begin to close in on our current location, Nacogdoches, East Texas begins to pan into view. There was not much that happened in the 1980s in East Texas in general. Regardless of the stagnant air in East Texas, Nacogdoches on the contrary, was very active. With a state university that was founded in 1923, it was no longer a new college. It was well established and a more widely known institution. With that being said, there were more students in attendance.

College was and still is a time for young adults to learn how to do things on their own. It offers a sense of freedom, opportunity, and independence. While most students do a good job of finding a balance, others often turn to alternative methods to help them succeed. These alternative methods were often found in the form of illegal substances. Cocaine, a highly addictive drug that is derived from the plant coca, or created synthetically. It is most commonly used as an illegal stimulant, but more uncommonly is used in medicine as a local anesthetic. Cocaine was first abused as a drug in 1886. The introduction of Coca-Cola was the beginning of the end of hundreds of thousands of people's lives. Once people realized it was the coca plant that gave them the euphoric rush of energy, they learned how to isolate it and then began to use it as a drug.

Students were no doubt, seeing bands, celebrities, and their fellow classmates using these cool new drugs. Hollywood glamorized it, in the form of the newly popular Music Television or MTV. All the new celebrities were seen with it on MTV and everyone was trying to copy the stars. What did not help was that it could be found in large quantities, and the price was low. Cocaine was helping students do more in less time. The main side effects that students were looking for included, euphoria, hyperactivity, competence, and alertness. What they failed to realize were the negative side effects that came with

such an addictive drug such as anorexia, insomnia, proneness to violence, melancholia, apathy, various symptoms of dysphoria, and depression. While those symptoms sometimes were not enough to stop students from using, there was a few more side effects including symptoms that mimic acute paranoid psychosis with hallucinations, stereotyped behavior, paranoid delusions, insomnia, and proneness to violence. If those side effects still weren't enough to deter students from imploring the use of cocaine, delirium, convulsions, and death from cardiorespiratory failure are literally the worst of the worst.

The next question to be answered is how young students were able to access such deadly and addictive drugs. In the late nineteen seventies, cocaine emerged as a fashionable drug that was typically associated with the wealthy, and was the ideal partner for a trip in the fast lane. As we progress further into the nineteen eighties, cocaine is no longer just a drug for the wealthy.

This brings us back to small town Nacogdoches, where even we have instances of documented drug abuse in our quaint town. An article titled "Cocaine Delivery Results in Arrests" from *The Pine Log*, written by Sheryl Gribble in the late 1970s summarizes an example of substance abuse amongst students. Two students received a package in the mail at their apartment complex. The package was then opened by apartment staff and was found to contain a substance that looked very similar to that of cocaine. The personnel at the apartments turned the package in to the Nacogdoches Police Department where it was confirmed to be cocaine. The students then called the apartment office asking if a package had been delivered. The following Tuesday, an undercover officer "delivered" the package which Scott signed for and Page accepted. The two students were subsequently arrested under charges of possession from a quarter to one half ounces of cocaine.

The 1980s for college students were a new era that opened the door to the future. MTV was founded in 1981, this gave young adults access that they otherwise would not have had to their favorite celebrities, musicians, and the world of fame in general. Because they were able to see what was happening with these famous people, they wanted to mimic the trends. Sadly, these trends were not beneficial to anyone's health. The *Journal of American College Health* provides the statistic that in 1984, the use of cocaine was reported in over thirty million individuals in the college age group. This statistic means that the use of cocaine for the purpose of generally doing more, was not nearly as uncommon as one might think.

RACIAL DISCRIMINATION IN THE 1980S

Callie Smith

While Reagan was popular with a majority of the nation, he was not very popular with minorities, especially at the beginning of his candidacy. With his new economic plans, he cut spending and assistance to the minority groups of the nation, causing setbacks to the progress that they had been making so far since the Civil Rights Movement. Reagan claimed that he did not want to favor a specific race or religion more than another, and so he did away with the minority programs (MICDS). However, the nation was still roiling in the racial tensions from the countercultural and racial revolutions that had occurred in the 60s (Schmoop). Racial tensions exist in all manners of the country, both in the eighties and today. Some locations impacted the most by racial tensions are where there is social interaction between races, such as on college campuses. In the nineteen eighties, at Stephen F. Austin State University, the college was just beginning to have African Americans come to the campus. This caused some issues, especially when it came to Fraternal Rushing. For example, two black students were denied access to a fraternity because they were black (Gribble). Paul Lawrence experienced this issue when he rushed in the Fall of 1982 and the Spring of 1983. Lawrence was invited to rush parties but then rejected because of his skin color. Since the fraternity was fairly new to the college community at this time, the fraternity felt like they were unable to take the chance of inviting him to join their fraternity (Gribble). This should not have happened as per the fact during that year, in 1982, Stephen F. Austin State University implemented a Non-Discrimination policy on the second of February in nineteen eighty two.

Non-discrimination Statement: It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this policy is subject to disciplinary action up to and including termination. A student that violates this policy is subject to disciplinary action up to and including expulsion" (SFA discrimination policy 2.11).

That left plenty of time for fraternities to start adopting this policy and enforcing it. The fact that the fraternities did not uphold this portion of the campus policies could have led to their disbandment in a much less graceful way than having no members due to the presence of black people. It can also be counted as the university's fault for not ensuring that all of their students followed the policies and not taking action to rectify what had happened. However, the university did not take action and Paul Lawrence became a victim because of the inaction. The mindset of the fraternity was that they needed to not let the black kids in so that more people would join. They were afraid that if they let black people into their fraternity, their numbers would drop and they would have to disband the fraternity. While this could be seen as logical to the fraternity, it was not right. However, to the people who had their dreams stepped on, it was hurtful and illogical. When people are told that they are not good enough for something because of something they are unable to help or change such as their skin color, it has an adverse effect. Instead of blaming people or faulting them for things beyond their control, people should just accept them and make them welcome. The unequal treatment based on skin color was a common problem in the nineteen eighties as with Reagan's no special treatment policy, the minorities were on their own which caused lots of issues and problems for them. Reagan dealt well with the nation and its problems, making sure that he took care of problems like the economy and making sure the morale of the nation was high. However, he neglected to take care of the African Americans and other minority groups. It seems that while Reagan was busy taking care of the economy and the defense programs, he failed to take care of the people in his own country who needed his help. By enforcing his new policy, he unraveled decades of hard work by the minorities of the country.

The Civil Rights Movements of the 60s, which had tried and worked so hard to achieve equality for the African Americans and other minorities, was nullified when Reagan implemented the no special treatment plan. While Reagan was attempting to be a fair and unbiased President, he unknowingly caused lots of chaos for the country.

Since the country wasn't taking care of them anymore and they were not receiving needed attention, the African Americans began to invent new ways of being heard, such as the African American literature style, and some began trying to work with professors and other people to be heard and have their style taken just as seriously (Gates 89). By the mid eighties, these African American scholars came to be in high demand and were sometimes pursued by multiple departments (Gates 89). This showed positive progress in the long fought battle of African American equality in schools. This was a great change from the nineteen sixties when racial discrimination and unequal opportunities still ran rampant around.

The Elementary and Secondary Education Act of 1965 started to help improve the gap between the races (Miller, Gordon 187). While this progress was possible due to the Civil Rights Movement, the nineteen eighties could have set the progress back by almost a century. Looking back on the nineteen eighties, it can be easy to see how much good came out of it, but it might be harder to see the bad parts. There was a bad time in the eighties, one where the people almost reset a century, but the nation and its people managed to pull through. The culture of the eighties provided ways for the African Americans to have a voice and to gain popularity. The nineteen eighties helped to bring our cultures closer together.