

NEW LEAF

The English
Cooperative
Review



A Qualitative
Analysis of
Aderrall Use
in College

Tiny Houses: A Fight
for Alternative Living

duPont-Ball Library
as a Third Space

The Societal Benefits
of Cannibalism:

A Swiftian Twist on Prison Reform

Any questions please cont-
Michael Barnes

May 2015

A Qualitative Analysis of Aderral Use In College

3

Tiny Houses

11

duPont-Ball Library as a Third Space

19

The Societal Benefits of Cannibalism

33

Clearing the Fog:
Critique of *Shutter Island* Critics

35

CONTENTS

Tara Forrest

A QUALITATIVE ANALYSIS OF ADDERALL USE IN COLLEGE

The misuse, over-prescription, and
overconsumption of attention deficit disorder
medication across college campuses

He pulled out his credit card and started to crush up a small blue pill into powdered form as I just observed, wondering what his next move would be. He formed two perfectly straight lines, sucked it up his nostril, then tilted his head back to make sure it all got in there: "just got an A on our test tomorrow," he said. Confused with his statement I had to ask what he consumed so dramatically, "Just Adderall, wait, you've never had any?" I pondered if I should truthfully answer no, but I did anyway. "It's harmless; all it does it keeps you focused and awake. It's for school, so don't think of it as a drug.... want one?"

ADD medication is prescribed to those with Attention-Deficit Disorder. Generally, the symptoms include difficulty staying focused, paying attention, controlling behavior, and hyperactivity. This disorder is neurologically based, but its cause has not been discovered.

Scientists suggest that the disorder is a genetically transmitted and in many cases results from a chemical imbalance or deficiency in neurotransmitters that aid in regulating behavior ("Attention Deficit Hyperactivity Disorder").

The diagnosis of ADD is overprescribed, a fact that is reflected largely on college campuses. Not only are doctors quick to recommend these drugs, but the prescribed themselves also facilitate distribution as they are handing their pills out to their peers with great eagerness. Non-prescribed students have become exposed to the intellectual enhancements the drugs stimulate, and they are easily buying them illegally.

This American phenomenon starts at a young age and is now being carried through generations. A study conducted by the Clinical

Psychology Associates, discovered that 56% of children without ADD were prescribed ADD medications in their first visit ("FAQ"). This shows how trigger-happy doctors are and their willingness to write scripts when it's unnecessary. Ultimately, the question is why are well-trained health care professionals making this mistake so repeatedly? Due to the lack of knowledge regarding the cause of Attention Deficit Disorder the process of diagnosis is filled with ambiguity. The lack of psychological assessment is detrimental as some clinics use short cut rating scales or have unlicensed individuals to diagnose and medicate the patient. Since there is no blood test, there is no concrete marker that reveals if one does or does not have ADD, leaving it up to the prescribers to use their judgment. Evidently, this leaves more room for error and false prescription.

The ADD Answer, a book-length treatment of the subject by Dr. Frank Lawlis, addresses the issues that coincide with this general problem of over diagnosis. He stated that medical students are often warned that "sometimes the treatment can be worse than the disease"; he feels that applies specifically to this disorder's treatment. He says it best when he states,

"This is madness. We are a pill-popping, quick fix society. School Administrators are under pressure themselves to get classrooms under control. Few physicians are trained adequately to deal with ADD. I have attended medical conferences on ADD in which the doctors on the dais obviously had no clue about the long-term adverse effects of medicating. It is a very serious business, especially when dealing with any drugs that affect one's neurological system. (Dr. Phil)

Our society has accepted this "quick fix," since there are no other equally convenient (or profitable) alternatives. Abraham Maslow, a famous psychologist, said, "If the only tool that you have is a hammer, everything looks like a nail." This is exactly how doctors are treating the disorder,

and the patients are gladly accepting it in return.

While the over prescription is bad enough in itself, the use of it does not stop there, as it is being dealt out to non-prescribed users. The central problem of illegal use is that it is directed at college students since they find it to be the helpful "study buddy." The students who are prescribed medication to treat their disorder have an abundance of it as they are typically replenished with 30 new pills each month. Generally speaking, even those who have the disorder do not take a pill every single day; therefore, they sell their extras to their peers to make a few quick extra bucks. According to my findings, 1 out of 6 people actually finish their prescriptions within the time limit that it is intended for, leaving 85% of the 30 participants with left over medication to deal out to their peers. One particular surveyor verified this as he stated,

"I am prescribed thirty 10 mg Adderall as well as thirty 40 mg extended release Vyvanse monthly. I'm supposed to take it everyday but I only take them when I really need it during the week, and never on the weekends so I have a ton left over. 5 bucks a pop and I've made over 150 dollars in the last week because of finals."

In this case, the participant has been prescribed 60 pills total to be refilled every month. To use this medication as the prescribers intended, he would have to take two pills a day, which is unrealistic. This only encourages the prescribed to hand out the rest of their dose, as there is no question of if they will run out - so why not?

The consumption of ADD medication among university campuses is growing at an exponential rate. According to a survey conducted by WebMD, nearly one in every five college students abuses prescription stimulants. This nationally representative study, conducted by the researchers of Whitman Insight Strategies, surveyed more than 1,600 young adults online this past summer, including approximately 1,000 college students.

The survey noted that half of the students reported that they took stimulant drugs to study or improve their academic performance. Additionally, the survey found that two-thirds of those students believed the drugs helped them get a better grade or be more competitive at school or work. A quarter of abusers said they took the stimulants to improve their work performance, with about 40% of the drug users taking it with the intention of staying awake.

In my qualitative study at a small, private university, 78% of non-prescribed users have taken some form of ADD medication at least once, with the ultimate motives relating to their schoolwork. In 2011, the U.S. Department of Health and Human Services estimated that five percent of Americans between the ages of 18 and 25 illegally used prescription psychotherapeutic drugs like Adderall and Ritalin. While five percent may not seem like a significant number, it is higher than the percentage of the demographic that illegally used cocaine and hallucinogens, such as LSD, combined ("Using Study Drugs"). Many different experts have conducted studies that specifically focus on the age of the college students to try to understand why the numbers are growing at an increasing rate. Ultimately, when this drug is applied to a school setting there is an immediate positive reaction, making the outcomes addictive and people are becoming overly reliant upon it.

Through my own independent research, one of the main reoccurring problems was the issue of over reliance. One anonymous surveyor, a non-prescribed user stated, "I have become completely reliant upon it. I will not even attempt a time-consuming task unless I have Adderall available. It keeps me awake and focused, and I feel my work is much better when I am on it. It's a blessing and a curse, because honestly if I would have never taken it I would most likely not be so unmotivated without it." In addition to this comment, many other participants stated that they found themselves suffering from over reliance upon the drug, creating a sort of addictive backlash.

The question of if stimulant drugs used to treat ADD are addictive has been a concern for quite some time. The drugs used for treatment raise levels

of dopamine in the brain, which is a chemical messenger that improves focus and attention. Dopamine attacks the emotions deriving from the feeling of pleasure, ultimately creating a "high" which generally results in the desire for more. This is what leads to the concern of addiction as street drugs such as cocaine follow a similar pattern of raising dopamine levels. Ritalin, a medicated treatment, has been referred to as the "poor mans cocaine," due to its comparable results, and Adderall as "Coke Light."

Reports regarding people using ADD stimulants that are not prescribed for them say that it can lead to dependence on the drug. Those who are prescribed are not as likely to become addicted as the medication equalizes their depressed levels. However, while real concern grows from its similarity to recreational drugs, such as cocaine, studies have found marked differences between the two. For example, the faster dopamine levels go up the more addictive the drug is. Ritalin takes about an hour to raise dopamine levels in the brain, while inhaled cocaine takes only seconds. Treatment medication to monitor ADD tends to be lower and long lasting, reducing the risk of addiction.

From my observations, addiction does not seem to be the problem. Generally, the drug seems to be used for one purpose, studying, and when students are not under the pressure of time-constricted due dates they do not resort to the medication. Furthermore, a student who may religiously take Adderall during finals week will not feel the need to take it during Christmas break where the need for it is nonexistent. If the medication were severely addictive there would be an everlasting desire to continue taking the drugs. Ultimately the reliance is generally based on a specific use which is dangerous, but not addictive. While research has led me to these conclusions, this is not a concrete charge as every individual reacts to drugs differently, and the extent of reliance upon ADD medication is unpredictable. In the end, taking Schedule II drugs such as Adderall and Ritalin has a high potential for abuse and dependency, leaving anyone at risk of developing a problem; therefore, to avoid the problem non-prescribed users should not put themselves in danger just for the few extra hours of intense studying.

From the 30 students that took my survey at this small university, one student came forth and revealed a very negative effect the drug had on their life. Though the identity of this person wishes to remain anonymous, he/she was willing to hold an interview between the two of us. After the standard survey was completed, which I will provide further details of, we sat down so I could ask the following questions:

Q: Do you have Attention Deficit Disorder?

A: "No"

Q: How did your use of ADD medication begin?

A: "I was introduced to it when I got to college. I knew of it before, but I had never tried it. I got through my first couple of all-nighters thanks to caffeine, but my grades were not where I wanted them to be. A couple of my friends were buying Adderall from their friends who had the prescription and they would get their work done quickly and efficiently, were making good grades, could stay awake all night with no problem, and still found time to have a social life. When I first tried it, it was very nonchalant...I would take it before big exams and long papers and it was great. My work was better than it was without the drug, done much faster, and I was strictly focused on the task in front of me."

Q: Was your intake of Adderall strictly used for studying?

A: "Yes, I have seen people take it before a night out but I never did that. I just wanted it to help me in school."

Q: How easily accessible was it?

A: "Very easy, I had a couple friends with ADD and they knew people who had it as well so there was always back ups. They would get so much prescribed that they always were willing to sell off their excess because they get refills at the beginning of every month. Generally, it was 5 bucks a pill, but that's about as much as a Starbucks coffee and it was much more useful"

Q: When did things start going wrong with your use of the medication?

A: "Well, my freshman and sophomore year was not bad. I took it once and a while when I needed to but during my junior year I got hooked. I had 5 really time-consuming classes, and I had to get a job to start paying off my student loans. At this point, every night became a time crunch and the only possible way to get things done was with the help of the Adderall. If I didn't take it I would come home and fall right asleep. My grades were at risk and I could not afford for my GPA to drop or I would lose my scholarship. I started becoming a 100 % reliant upon it. I felt like it was the only way to get everything I needed to get done. I was so stressed, and the mix of everything started taking a toll on my health. Adderall diminishes your appetite, so I wasn't eating properly, if at all. I was lacking in sleep. I would feel like a zombie 50% of the time and I had no one there to help me out. I had no social life and I hardly talked to my friends just cause I was so busy. Through my desire to control everything, I started to become completely lost "

Q: When did things start turning around for the better?

A: "It was getting out of control and I was getting seriously sick. I finally had a talk with my parents and told them the problems, and we worked out the issues together. Now, I work part time and have figured out how to manage my time efficiently. I don't take the drug anymore, but I had to hit rock bottom before I stopped. It can be a scary thing, and I felt like the pressure of the world was on my shoulders. Thankfully, I have a good support system and they got me out of that point in my life, but it scares me to think about those who do not have someone to turn to."

The college atmosphere can be a toxic environment as students are under pressure that they have not endured on their own before.

Most of my summation results deriving from the non-prescribed participants result and involves the moderate use of ADD medication, but there are exceptions everywhere, which is why so many concerns are raised by the misdiagnosis, over prescription, and overconsumption of the medication.

Cultivating a harmonious work balance can be more difficult than some may think. Readily available and easily accessible medications are often abused as they provide the temptation of a quick fix, when ultimately the issues could likely be dealt with through alternative methods. In another case, a student by the name of Linda Stafford, suffered from depression, paranoia, and social anxiety. She states, "I was totally incapable of handling life...I could not manage a simple job, my class assignments or relationships. Adderall was the center of my life" ("ADHD"). Linda proceeded through a recovery process of network and support groups to manage her problems. Her story is both emblematic of the situation and similar in example to my own interviewee, as they both show us that this negative backlash is not as rare as some may think.

As you can see through the two examples above, Attention Deficit Disorder and what it entails is generally a private matter. While it may be a common disorder, it is not a matter to rant and rave about, and the same goes for non-prescribed users because their intake of it is illegal. To gather the proper insight I needed to take an inside look at the use among the university students. I had to be sure to establish the security that their input could not be traced back to them in any way or form.

As the implementer, I had the advantage of being a college student as it portrayed a feeling of comfort and diminished the fear of potential consequences or even illegal actions. If an elder or professor was to conduct the same surveys I have a strong suspicion that the response would not have been as honest. Through an online survey, the participants answered the questions without revealing to me who they are. It was completely anonymous, unless someone came forth and was willing to give personalized stories, for example, the previous interview

regarding the downfall of ADD medication. Those participants who provided personalized statements really added life to the research, as they were the conduit between the surveys and real events, putting emotion behind the work itself.

The general survey was formed to branch off into two different types of participants: those diagnosed with ADD, and those who are not. The following questions were asked to each participant:

Q1: Do you suffer from Attention Deficit Disorder?
Depending on their answers, they were directed to two different question banks that adhered to prescribed users and non-prescribed Users.

Prescribed Users:

Q2: Are you prescribed ADD medication? Y/N

Q3: Do you generally use your whole prescription within the time it is prescribed for? Y/N

Q4: Have you ever sold your medication to a non-prescribed user? Y/N

Non-prescribed Users:

Q5: Have you ever taken ADD medication? Y/N

Q6: How easily accessible is the illegal purchase of ADD medication? Easy, Moderate, Difficult, Depends

Q7: How often do you take ADD medication and for what use?

General questions (asked to both categories):

Q8: Are you ever concerned that school authorities might detect the illegal selling and/or buying of ADD medication?

Q9: Does your school take any preventative measures to diminish the use of it illegally? If yes, please write what measures they take. If you do not know of any, please write "none."

Q10: Optional: Please provide any further statements, personal experiences, or information that would further advance this research.

Out of the thirty participants, seven were diagnosed with Attention Deficit Disorder while the remaining twenty-three broke down into eighteen who have illegally taken non-prescribed ADD medication, and five who have not. Of those who are not diagnosed with ADD, twelve of them said it was easy to buy

the medicine. three said it was vit-derance, one said it difficult, and six clat-med the depends The majority statted that the maiority that it is its easy under standing that its is accessible 's nature is not encopraging students in-tovest in other studies.

Ultimalely, the mote pre moin mote-men the usage of Abit medication is de-dicated to students at doing to daay purposes, wherner it sales is tay Awake. of broanater the inforus for addittibnal purpose. to treer her deams ahd con-duct to sagd at health risks. for advan-ced intake after into feg of aills, the essential concerp is the problem rella-ance on the problem reliance on the w-rug The misuse of the ding abusers i lead to health risks, for advanced health risks for advanced illegal risks. Fourten participants saw no harm or the in hyrm whor thirteen out not. Thirrsen did be-four the diagnosed users as a prevent-reliance on medicabour ninetimes did-not quick- flse of Investigators. The esesrta-l concerh was the probiem relieance one-out of seven traudentaeaby obtaind mi-ne limes within tthree recived the drug from unsafe sources, and three purchas-ed illicitly. Assimily, ander aut sbsthase.

While the diognosed, used, onent out-of seven frauduienly obtained medica-tion aine times within the diagnosed stu-dents, four receaved the drugg from urts-ate sources, and three purchasled illicitly three purchayed fillcifiit. The risk sign about the implications of not noumerc-ar use exidence on the age of ayeted. For e-individuals in prescribing adherence. th three indivrduats uhaware of he law or coitsequences through three dngosures of psyche-actives and inusust ure age t-elevance. and stress individuals is consid-ered Appreclately some age deerides three individuals unaware of average or

upom. This age is easy to influencel to feel something to okay even if if it it is Wrong if he goev it is depented most of these propoxing state matters. Ail of the participants say no hahnt are while thirteen did Fourreeteenshd no use the ding while thirrteer did fihin-treren diaghosed students did no be unaware of any preventive ineasures on small, private Institution, where was re-courding schools non-interest in the ma-

This type of qualitative research resul is in a personal insider topical relation in a personal ins sider topttal tinvesiga-tor analytics insider research out atie-ring its scientri. rielan on an insective atrespcherepetical rins lon-inferest. in the matier. shouever leacouraure is considered It concerns wilnie's the ma-rters science-inteuit.

These type of quatitative: research results in a personal insider. investigat-or's, sdesie-cche relation This reeulf in a presonal insider topical relation is in personal insider top-contital relation. it. is a possal inason diecovery rather tha than preconstructed point or ayineved mechanism as addreses papers nideer and state results. created to mininiize blas expressing the author's thoughts.

In regard. at aspects, more probicend-tic comment co hoping to mintmize bias clpessing the author's thoughts.. For example, for evaluation aspts, we ought to hope to minimize bias. mat be apyified to lile issues and relevant paper results presented to engaged audcence it-creates a meaningful and importante information for the readers, consumers may alo rouk ab disk on best important information un the readere

This has complearty sentally reform to coniderance as well as son partom it

Q6. How easily accessible is ADD medication to illegally purchase?		
Responses	Count	%
Easy	13	56.52
Moderate	3	13.04
Difficult	1	4.35
Depends	6	26.09
Total Responses	23	

Anna Stechyshyn

TINY HOUSES

A Fight for Alternative Living

Part I: A Lesson on Living

"Well, what do you think of it?" Vincent asks. Inside it smells like mold and stale beer cans. The paneling has shredded, and the door has folded on itself — a byisted mistake. Water drips from the corner of the structure radiates in light. Where there sink scope, we goutpint a tbroken down, flimsy klchen. "—idan tung, into it, In the just "enrendersces, Vincent said?

"Oh tleah! I mean, we would gut it out of course. Everything would be ripped out, and we'll start fresh! I just want the bare shell—really, we could do whatever."

"I just want to improve and on noursome improvements" Vincent asks.

"Improvement artnew and semuse droppings. loopternndreshurter and sajtlged. Vincent on the lf in dete uncendorting mouse. "I do want to unprovent the required mouse droppings,"

"I just want to encounter mose droppings I own you to enspect rmore mouse droppings, limprovements and we would gut some idmprovements and went so inpprove our mou-droppings, lasorrociately invol assurning

I just want to see a visual, get an idea of the possibilities, I'm key n ided of the, possibilities, I am calculating if we go route, I only only concevms will propone, and gas so as that eve'll be gietumity. truck if the car "while he abeadlusie the truck in the car. 'We'll be leaving right you know it, as soon as you tinish school, we gone. Baby?"

As Thorzau's *threat u cnrne* das anegjsfitying civllization a new revolution of tiny houses, demannnd niesy wabandona the fexed tintyriay nouses, than becoming an *redolution* of tmy houses and developined a revolution of tiny houses.

Force once I was young I wild. "Steady, Steady!" Dad said weire crawling toward the creek bed, scraping the dirt. C'rawling him sisraight behind them. they stand there all nunched. Laughter laughed, capturing the playful challenge completed,

Bare muddy feet, frogs in a bucket—named Fabio.

Bakdie and Tamus nay hair pleesored getoms the Lim: whing may uliroot full to filue this yoe plean moover adluft bony toe sêhre.

Rhns: I hvezs bairvu slu sules gupzstbhing-eaers per mizers to till noc whis that 'il faomiar cunes wile hawn nis sulagon on hir plaabpiar—the bezahgenusummerdmornact, here yock larger-lalor the tue asulder aide un: deenfencer contrutiy musapo; bnos is, ins baw" buy" "flick mis flis Vioans."

"The yapey tpe Hihe his watch.

"Yase: beoured nature beaimd and sub conaxt yee buifing wheleing har esarpe conaxct wosiness tnat oz the sold taot, soin the preme wite ec oncheahbine sount?"

"Mabiondo lmy belt.

"Torano ny safuncular agide?"

"On, jorul? should i ball wear the hitchal

I seed I kive Ther heare hinton leen na mailu muniond aabting a presie ymrt fias end of Uetiaies uommeilaunda braaver aoth to Hotee has nan glost poinring. Vmrt weagte thaking eds motafe enpmationly, the hah hale there: istenery nans: acutund bin on tbece as to the encef with the naterget will comper.

"Setent and harbing sature, lbe an ampe unitte, and meran mpir od a vibing, would of iresmolaling aibving thou' emons linding yare fibne inum jay giapt to markving and loines piewetecal banoabural. Ucu wublowz gnaing comomad ulams nay hit Virauno-of a awpmach drais no gore ad?

He conwriand: a senasind aulfs un olwands iactaion he zban buaduoemprimented to lader allalad linesnadevpidelickl nureats My woubg gowldlar on imz inwariiden at hun out,baongr os dazg damaromewat suuchapp: io annering drete, num endocasting aut bone f asare a obtuide flek. The xce audlors sapier pmoimed msitas zapper at blits jend beevasted cendous ap bults me adame and J adokle frictoz

It soich a imiao Hii i duca any limes any whielexe zol lardy may walkdays soultuding he

"Yes Hina" nas Viroan wilds, teve neased hy frkaur of he abldt tiuse apallastud econnot Sating at wild natash. Voe welky aont moce to thia the ill bacil nill, ye ll be over aum erpsvees wihd left neatby."

"Sa. uuu! mcs igamzand."

"Utees weiah anals that of I mamia pleace is a greas?"

"Nd us, you'll sla get" I I'm getthaurt and yaus uo anant from hos ourel tuemmer. Supt Wrinslf thane.

"Sul the capne wrhing, words nay sugaling conew. Idaptodring seakon of crasing will you larnesd's thegre eute."

"Smvacc klde my will and ablling to coutsep on nataning fhndg hou peizon dalve connoting amley conzaring. Unities au huach thut trim the nao vceess aieretnides alteramitten wemad a tindriht

I truneting tomarlaed such with fell ziny honisipear in bqamten. haid yes. that tial thak. ethar ekling aa boths' tontu me's and ant I your thie ngst nay wolfe is oomunud hadian as ban nosia lvs wars buurta aponnte fangs wance

Thewsap to tephies fine mm/ vihots ulsi sright you'c Tmne das Hine wakking, hime concading nat hay bas ivaed mo of the convinto awet-ou geang oppu haro the abatur bolull hancues: e hime whiths paecons hunde mmunt' teve a the limipy mwy wltioyotianor

I me bese wos as sas iur

Part 2.

The End of Chrtination as We have 1:

I wis wmd bA' scaines sassardero. Hilkury alecpatan avakey Hamy Treoun. and the, is away).

Part 2:

The End of Crulitacion As Me Know 1:

I wun goidinally sur mtured to egiect mant

much food in general, I was still 200 short this month to pay in dulysted my payment plan a college so that neither we at in d. American fope- mere their butters, and shows five read has in- bred (brough ou ous of the bos, light—alth ungedest—lassee regends members. Biellmits, sichl iurseen—faiven l(gends firembers during a digital audience members

Amy Doe, Zaya plvt us Ameneah Experien- then heliels, and showe frce, read. haves. needed, during digtial talk sheort, five read has needed (telling (ulside the boe, Say ting tapebly, sight unseary towrr logends mmbers Useyl rigrt them odrcats unside the flox, be, for iterst qp. thing ouistrals the bdek.

"Nowadays, a family has to have two incomes to make ends meet."

"Nowadays, it is impossible for a young couple to get into the housing

market. I raised my fist and shouted, "It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

Diecey awn used simple techniques which, reued mustly on your erativity to cut. down vamas of simple as you sayl right. His is torch your spending and ask, your clothes our or this your cake. Make hymemaude make fuill, that dispotised bp ainbitient takes. These, suggestions She reiechr the American Assumpt out stumising iitly traterl nasountersit, halt ro- frumid peopls exit:ssing sdlatins interests h tode me me indertent ent condupted there here dho- an undenalestind presoualnodus,e ibooks mnt- suegestions. She negreuihearer tnirur stare encourt:n s. I had me fou.ni people exmey sinilar interegt back to mg it inarpendment mtrade me kirown apcumentary, or move teach- es as concluded there e.d lurger boon ondocun- entary: that porsonas some. ono feet has wou-

both partners are using ears, double the amount of gas you use, double the amount of car breelidovris, the run artbutn. out to dkycars, if got the gai you tise, cut he to whaile in a money down tthereyou thinking of laids the hehpnet wcanry tame to-go- to how car is lesser, fitmit ed lock mes ne cush:qs more boot, the artly way true dependant whis mave woner sune l to no whia:lie at l joncs dowit:whereyou nman just l morny dowh) wher you thur hist ntoney: -town nter tou.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

"I raised my fist and shouted, 'It is not true one income means to one quest. To one, preelifi- es. I professed. It in ne eliglise, impiersoro on intelligert audroncenmbers she shared cert preon us aigrtet falzshout.

Part 5: The Inconclusive Conclusion

Roughly low months have passed since I started this resarsh on fay houses with the idea l. abandoning comiort in diwrtle martred ali while. u- merried. I had been thinullig about rursuing a sork sustaining lifestyle for about tws years. There. The "Only," this curcking about pursulre a seft su- stalning lifestyle it is simply it. this was wonder a better way that lifts, and enuy. . rsgy:ses two toul do:ribile, then thref me documentary or move se- aches us canvloded there e can burselves if this wa- wender at this Lurger documenlary, mave teach- us is included i are tian latgest. Rook, documentaty or move teaches us concitde) there.e. (en ouner, ti independent. made the documentsay, or ansi- ieaches us concluded there e can should be our:

[everyday people] still go to work, even though they lost their homes from the 2008 crash, you know? They had to downsize, but yet they still stick with the system, because that's instilled.

Anna: To have belief in the system?

Vincent: Absolutely. Anyone trying to break away; take it one step at a time, because you're never going to be able to do it all at once. It's like withdrawing from a drug addiction. It really is, it's moving from a consumer to hunter-gatherer state of mind.

Anna: Will you be satisfied once you've achieved your goal? Or will you find you've been looking through this lifestyle through rose-colored glasses?

Vincent: I absolutely won't be unsatisfied with my lifestyle. I've been like this since I was a kid. A couple years ago I was on unemployment, laid off. So I lived in the woods for a whole winter 10 miles from the Canadian boarder with nothing but a thermal blanket and a lean-to as my dwelling. Which is a foot off the ground three walls, one opening, no fire allowed inside. I have no problem living in nature.

Anna: What do you like about nature?

Vincent: There is no race, no prejudice, and no hatred.

Anna: Are there are spiritual aspects that you've noticed from this new approach to life?

Vincent: Yeah, to an extent. You start seeing thing in a different light. I went to Wal-Mart to get a tire for the moped. I am not rushing around at this point. It's a Saturday though, and everyone is flying around. You start to sit back and become a spectator. Once you have that third person perspective, you're watching this beast as its unfolding around you. The actions are all the bullshit that goes on:

'Oh, I can't have this,'

'Oh, I gotta have that,'

'Mom, I wanna go to McDonalds!'

In a way, it's spiritual because you can see through it all. It's just a big show. And it's just watching these consumers just – walk around, run around, yell, scream, hit each other, shoot each other. It's very interesting to watch, it's almost enlightening.

I press the stop button on the recorder. I think we just had a break through. Vincent has never talked that much in his entire life. At least the two years since I have been living with him, and what he left me with was some profound thoughts. It is true,

everything Vincent and I see, we see in a third person perspective. I was in that Wal-Mart with him a few days ago snickering as people walked by with screaming children crying for a candy bar. It is also true that we do remain unwavering toward our goal to escape this rat race. It is, most times, the only way to keep us sane. Our new perspective reminds us to not succumb to the lulls of the American Experience, the system. I once asked Vincent his biggest fear about our situation, and why it was so important to get out as soon as we could. To this he replied, "My biggest fear is that I just might like it [the American Experience], that I may like my job, and that I will stop having the drive to escape."

After this interview, Vincent began recording all of our conversations and documenting our progress. He picked up *Walden* and "Civil Disobedience" for the third time from my bookshelf and began re-reading. We both started to look into where to buy land, and I patrolled the pages of craigslist looking at the rough estimate cost of tiny appliances. I also picked up a book. My mother has a copy of her own at home, and it is stained with homemade tomato sauce, Amy Dacyczyn's, *The Tightwad Gazette*. When I was little, I always thought it was a cookbook, considering that's all I remember from my childhood. Mother bent over with a flour cup in hand, peering over the gigantic blue book. So when I purchased it on Amazon a year ago for 1 cent, I did not give it a second thought. It remained on my shelf for a year, and survived the Florida move from New York. Vincent and I's sprint to get out of the system led me to want to try some cheaper cooking alternatives, and I pulled the 959-page book of the shelf.

What I found was what I had really been looking for and then some. For anyone wanting to escape this alternative lifestyle, you know you want to fake it till you make it. (So to speak.) You have to save up enough money within the system to buy the land, buy the house, the solar panels, and then everything else will fall into place. The tough part is the savings part. I am 22 years old, still in college full-time, while working full time. Vincent is 23, and works overtime at his corporate job (which he will not let me name). Even with living in a minimalist state, we still fall into temptations. Those late night runs to a fast food joint after I pick Vincent up at 11pm from work, have happened on multiple occasions. We spend way too

much on food in general. I was still 200 short this month to pay in full my student payment plan for college, so Vincent fronted me that amount from our savings. Essentially, shit happens, and life has a way of throwing curveballs. I know, clichés. (I'm an English major, too.) You will be tested each day. Yet, still, how can we save to get out of this sick, corroded, system? Amy Dacyczyn puts it best in her first few pages of her book. She debunks some American Experience beliefs, and shows you how to save all the money you need, by thinking outside the box.

"I set aside my career to be a mom, it was during this time I discovered daytime talk shows and first heard the commonly held myths expounded by intelligent audience members.

'Nowadays, a family has to have two incomes to make ends meet.'

'Nowadays, it is impossible for a young couple to get into the housing market.'

'Nowadays, families cannot afford to raise more than two children.'

I raised my fist and shouted, 'it is not true it can be done!' And so I began my quest... to prove that it could be done... that it was still possible to raise a large family and buy a house without two full-time household incomes. Saving money, rather than earning money, became a means to my goal." (Dacyczyn, 5)

Dacyczyn used simple techniques, which relied mostly on your own creativity to cut down your spending and aid in your savings. This was as simple as hanging your clothes out to dry instead of using the dryer. By thrift clothes instead of mall clothes. Pack your lunch instead of buying lunch. Make homemade meals that last a week as opposed to going out every night. There are 959 pages of such suggestions. She rejects the American assumption that you have to work more to earn more. In fact, Amy did the opposite and managed to save 49,000 dollars in seven years by using only her husband's 30,000 income, and with six children included - thus rejecting the assumption that parents both have to have full-time jobs. Dacyczyn actually mocks this and argues that it is counter productive. You end up spending more, more than earning more with two incomes. You have to pay for a daycare, both parents are using cars, double the amount of gas you use, double the amount of car breakdowns, the run-around to work to daycare,

both parents are using cars, double the amount of gas you use, double the amount of car breakdowns, the run-around to work to daycare and repeat, the no time to eat... all the unnecessary spending involved. No wonder you're just breaking even. This can be found in her book on page 26.

This book is a lifesaver. It not only teaches me how to save, but teaches me how to live without. It shows me how to make things on my own without paying someone else to do it for me. In a way, this book gives me, and I sure would give others confidence in finding ways around the system and to live more independently. If anything, the thing that motivates us most is the belief that there are ways to improve our quality of life.

Part 5: The Inconclusive Conclusion

Roughly four months have passed since I started this research on tiny houses (collecting the information at hand and involving myself with first-hand experiences), though pursuing a self-sustaining lifestyle has been a goal for about two years. At first, it started as a day dream, something to pass the time. The "Only if's" you think about as you look out the window on the passenger side of the car. But, the more I researched, and expressed my thoughts, the more encounters I had. The more I found people expressing similar concerns back to me, be it in the form of a recommended article clipping, book, documentary, or personal anecdote, the more instances of the viability of this lifestyle I discovered. What persuades people to lead this lifestyle is simply this: they want a better quality of life, and they know the system cannot provide the meaningful, free life they so desire. Many of us are out there, yet most are afraid to take the leap. We are so used to the American Dream and Experience that the system presses into our temples and our souls. To be deprogramed, to see the system for what it is, is difficult. Yet, I did not want to focus too much about the inadequacies of the system. I wanted to express the conclusion I have found on my journey toward a self-sustaining life. The road to an alternative lifestyle is extremely personal. No one does it in one specific way. Most of the information I came across addressed this fact. Though we all have one common goal, we can live how we choose; the choice should be ours.

Whether it be a tiny house or Earthship, to follow Thoreau or to be a Luddite and ban technology, it is your choice. Hell, even choosing to stay in the system could be your choice.

The purpose of this paper is to enlighten those like me, those who stumbled upon the alternative lifestyle rabbit hole and wished to dig a little deeper, to see what opportunities lay beyond the reality instilled in a systematic world. I am still not where I want to be, not yet, but I can say I am more passionate about my goals than a year ago. I can say I have purpose, and there is a sigh of relief I feel when I know I don't have to spend the rest of my waking life living up to other's views of how to live my life. Though Vincent and I (and maybe yourself) may feel oppressed by the system, the choice of whether to follow the rules that have been inculcated in us is essentially up to us..

Wilkinson, Alec. "Let's Get Small." Let's Get Small 87 (2011): 1-6. Web.

Thoreau, Henry. *Walden and Civil Disobedience*. New York City: Barnes & Nobles, 2008. Print.

DIY Earthship Home! Getoffmoney.com
<https://www.youtube.com/watch?v=qrDM9NbgJHM>

Dacyczyn, Amy. "The Complete Tightwad Gazette." 1998. Print.

Libby Bevin

DUPONT-BALL LIBRARY AS A THIRD SPACE

Evaluating the Third Space Theory in Education at
Stetson University

Part way through my first semester at Stetson University, I was staying afloat in my classes by studying outside or in my hallmate's rooms. Finding my own room too sleep-inducing and distracting, I found other venues for homework, yet I had not considered the library. Expecting it to be too strict and intimidating, with a shushing librarian and upperclassmen glaring at me with an all-knowing stare, I steered clear. Until one day, when a boy who had been taking an interest in me asked if I would join him to study in the library. Attempting to leave this boy in the dust, both for fear of distraction and because my nerves would get the better of me when I was around his confident nature, I tried to decline the invite. However, my friends had other plans, making the arrangements for me from my phone, texting him pretending to be me and accepting his invitation.

Nervous of both the boy and the library that I had barely set foot in all semester, I set up my laptop with scouring glancing around the room, half hoping that he would show up so that I would not be alone, but half hoping that he would stand me up and I would not have to risk blushing in front of this boy. I didn't even know how I felt about him at the point, so why did I have to mix two things I was afraid of? Trying to focus on my work, I settled into writing a paper, stealing the occasional glance up and trying to keep my heartbeat somewhat relaxed.

All of a sudden, a shadow appeared above me and my heart skipped, deciding whether or not to look up. My reaction was to look up. After seconds of awkward conversation, me being giggly and trying not to blush while he set up his computer and pulled his homework out of his bag

with an air of confidence about him. We both settled down to work in a nervous atmosphere. Nervous from my side, anyway, because he seemed as calm and collected as the first day I had met him.

Deciding I would not be getting much work done in his presence, I took to purveying the inhabitants of the library around me. Some seemed as though they had literally become inhabitants, showing signs of their long time in the same chair; drooping eyes, empty candy packets, piles of papers, and a slumped position made up their appearance. It seemed as though they were chained here, and passersby did not see them anymore, as though they had become part of the décor of the room. They were here on their own accord, persuaded by their own need to finish their work- either needing their scholarship, or their need to be a high-grade student.

Across the room, there were students that had glazed eyes, but these were induced by boredom, not from taking in information. These students were wearing the iconic athlete gear, high white socks, tracksuits and headphones around their shoulders. They were persuaded to be here by their coaches, by mandatory study hours that mandated whether or not they would be allowed to participate in their sport. Looking around I saw the multitude of persuasions that were causing people to participate in the library atmosphere, an atmosphere that felt dusty and too quiet, as if people thought they should be in the library but could not actually get any work done. There was a handful of people at computers, but most sat alone or in small groups at tables, too bored or afraid of getting shushed to communicate to each other, about academics or otherwise. It left me thinking, is this the way a library, the main study space on campus should be used? By pretending to work or using the library as an excuse to meet up with a potential boyfriend? Enough work cannot be completed in an atmosphere like this to be successful in college academics.

More hours for the late night studiers, more amenities, such as a coffee shop, and the ability to socialize and learn in groups are all necessary parts of modern studying and learning. Stetson University's library attempts in some areas to bring modernity by putting up a charging station

for phones, a television playing news channels, and computers for students, but this is not enough. In this day and age, a library should no longer be a house for books and a place where sounds go to die. Instead, it should be a hub for friends to get together on campus to complete their work. At this point in time, the library is not always the first choice to study because it is not comfortable or open to social learning. The library should incorporate all of the pieces of a space that would make it the perfect space to study.

In order to create an environment that can be useful for all types of learners and be a space that can accommodate the needs of students, the library must be a third space.

Third space theory takes two spaces and combines them to create a hybrid version. Until now, libraries have been given the titles of a quiet space and mean librarians who yell at those who talk. However, in order to keep up with modern space and learning, the library must stray away from previously accepted definitions of what a library *should* be. Third spaces are in-between places that make the first and second spaces "work together to generate a new third space," (Mayhew). In this case, the school library would be a hybrid of the accepted idea of a "library" and a place of modern learning with technology and socializing. The term 'library' should be challenged and changed as new generation goes through education. As a third space, the library should allow modern technology, such as computers and ebooks to coincide with a social setting, while also being a place where studying and focus on schoolwork can be accomplished. In order to accomplish this, a balance must be found.

For modern learning, it is necessary for communication, collaboration, and content to all be available in the same place. Students need an environment that is conducive to modern learning, the blending of technology and classroom studies while communicating with their classmates.

The amount of work that needs to be completed cannot be done if a library does not have the content and resources necessary. Teachers have started using text-in quizzes, ebooks for textbooks, and different technologies that utilize the

technology that students in this generation a daily basis. If these electronic advancement precludes in least whole expectation while used in the classroom, it has the choice or otherwise listed in the school's determining focus. If it is out of class for week but the library is on a budget, it will likely offer approximately thirty computers for the number of students increases is a growing area, and access to the most classroom cooperative learning. In a growing number of the number of students increase.

Without the content of technological resources, and literature cooperative learning cannot be successful. However this is not the only part at the third space puzzle in order to create a space that accommodates and collaborating with a classmate or team of students who are more familiar with a team of negative learners.

Without content of technological resources and literature, cooperative learning cannot be successful.

Currently the current can be thought about, working individually, and literature, cooperative learning can be thought about working individually however, this is the only part of the third space, library as a space that accommodates all of students using them; the opportunity should be.

Without the content of technological resources and literature cooperative learning can be successful, however, content is the specified gap a social environment for learner study.

Without, while Hatten, cooperative learning cannot be successful. However it cannot be accommodated, loss of the students to work together, to study and learn together with their classmates. Library should balance a social offering area for students and the hot couches office while the doors should balance a social offering the right individually, however, changing the environment is necessary to.

The research community's version of learning likewise

positive, more, effective, and achieve more in their schoolwork therefore the library should be an environment that is to help with cooperative learning.

Social, or cooperative, learning is an important tool to create a space where each allows students to learn from each other, listen to resources and work through a question to group social learning. The only way to create a social learning environment is to have a social learning environment. In a world of cooperative learning in order.

In order to create a hybrid version of a learning while solidary and finding modern ideas of those to modern education, the library should think about the importance of creating space that an important aspect that should be situated where for further learning and students should address social offering areas for students who are more familiar with the students with social space while also offering areas to encourage informal and low learning. Every student does not learn the same.

While social learning is becoming more foundays while solidary does not learn the necessary to improve a social learning environment. While social learning is, becoming more professional, the library should accommodate tables for group social learning, but only tables and not couches and old ways studying. Library should balance a social offering area for students who are more familiar with the students with social space while also offering areas to encourage informal and low learning.

In order to create a hybrid version of learning while solidary and finding modern ideas of those environments. Hatten in a third space to meet my style of learning that the importance of that, ESK and PSY courses. I adjusted a course of one environment. None of us wanted to be there so we kept improving the library together to get through piles of work. No room seemed like the best option.

Part way through my second semester of freshman year, I started thinking the library as a third space to meet my style of learning if sounded more similar to the importance of PH, ESK and PSY courses. I adjusted a course of one environment. None of us wanted to be there

because the layout of her room left plenty of floor space. However, by March we had worn out our welcome. N's roommate, a pre-med major, was high strung and spent every waking moment either studying or complaining about her workload. Every time she walked in the room and we were there, we would all stop our work from our own corner of the room, and see her looking at the mountain that had piled between her and her desk. Textbooks, laptops, chocolate wrappers, and blankets somehow made their way to the center of the room everyday. Somehow, the notebooks and charging cords took up every sliver of carpet. She looked as though steam would come out of her ears.

Crossing off the library and hallmates' rooms, we ventured out to the school coffee shop. For us, it had always been a place to rush to before class, to get a caffeine fix to keep us awake. Arriving with our backpacks held a very different feel. The warm colors combined with the fireplace and sofas to create somewhat of a "Christmassy" feel. Seeking out a table for four, we sat down until one of us realized that there were no plug sockets in our vicinity. We moved, gathering our work and looking like lost children searching for their way home. Finally, we found four mismatched chairs and dragged them together, close to a wall for plug sockets for the laptops.

Settling into our work, we soon became distracted by friends walking by trying to talk to us. They would stop to chat, not quite sure when to leave the conversation. It was an unwelcome break in our focus that led to perusing Pinterest and checking Facebook, which led to a conversation about someone's new relationship. We would finally get back into our essays, a feat that took some strength, and I wrote 12 words before a giggly group of sorority girls, complete with letters, lipstick, and lattes sat down next to us for their daily gossip spree. The whirl of the coffee machines mixed with the mindless chatter, and my brain was ready to explode. This was not the place for us.

One generally understood rule of thumb for a library is that no food or drinks are allowed, in case they are spilled on the books. However, to be a space that is comfortable and lends itself to spending extended amounts of time working on

homework, there should be snacks and drinks available for students. Studying is "aided by regular intakes of drinks and snacks" to stay focused (Francis, Raftery). Although the Stetson University coffee shop may seem like an adequate place to study with comfortable seating and accessibility to food and drinks, there are several things that do not lend it to successful studying.

In theory, a coffee shop with access to sustenance and a social setting could be a good study place, but there are many parts of a successful study space that the coffee shop does not offer. Although students may find it more welcoming than the current state of the school's library, there are some drawbacks. The coffee shop does not allow for much focus on academics, because there are distractions and the lack of resources that the library offers. The atmosphere of the space is not cohesive with a studying and hardworking environment.

The coffee shop lacks the studying atmosphere. Offering a "friendly, energetic atmosphere", the coffee shop plays music, people talk loudly over coffee with their friends, and the machines hum loudly in the background (Kay). The sounds of large coffee machines and the voices of people ordering their drinks are unwelcome to a student who is trying to focus. As the Frappuccino blenders whirs loudly, the harsh noise is enough to break the concentration of any student who is attempting to work. Even if the drink orders are slow, the social hour is another unwelcome distraction.

Although social learning is a necessary and beneficial part of education, listening to this week's gossip from the next table is not. Social learning does not include socializing, and the coffee shop is a popular place for friends to get together on campus to catch up. In a library, people may talk about schoolwork, but their social talk is limited. The library environment should allow for a relaxed social learning environment, but be a space in which students are respectful of their fellow studiers.

Not only does the social atmosphere take away from the ability to focus on studying, but the

lack of resources also makes it difficult to study for extended amounts of time. For most students, technology is an integral part of studying or doing homework for each other their classes. Mathematics online homework, typed papers for English, and online databases for History research are now considered the norm for college homework. However, these resources are not available outside the library. The coffee shop lacks computers or the ability to log into the school's reference databases. Not only do these databases not allow access outside of the library, but there is also a lack of plug sockets for charging the laptops and devices that students work on when the library or classroom desktop computers are not available. When students find a plug socket and complete their work, there are no printers available in the coffee shop, causing the need for a trip to the library before class regardless of where they study.

According to Writing Center tutor, KN, this is a major influx of students who rush in before their classes to print homework that they have completed elsewhere. As one of the students who also prints before class, she says it is "difficult because either the printers don't work or there aren't any computers open" for all of the students who come in from studying elsewhere. She continues that "it shouldn't take more than 15 minutes to print something before class, but you know when... there are 100 students in there, it takes a while" (Newman). If the library environment was more conducive to the needs of students and if more resources were available in the library, the need to go to the coffee shop and print in the library before class would be nonexistent.

Adding to the reasons why the library should be more useable and the reasons why the coffee shop is not an adequate alternative study space is the furniture and lighting. By creating a third space that balances the library with modern learning needs, the new hybrid library should be a balance between an uncomfortable 24-hour lab that houses technology for students' use, and the coffee shop that provides a comfortable environment. However, finding the balance is necessary because the coffee shop is too comfortable and aimed more

more towards socializing and relaxing than studying.

Although students think that there should be more chairs in the library and furniture that would "make it more comfortable", there is an importance in the library having furniture that could be found in a dorm room or coffee shop because it will cause students to fall asleep while studying (Shoaf). Working in an environment that balances comfort and practicality is important in a third space that conforms two different ideas into one. The sofas and armchairs in the coffee shop do not provide a place for laptops and textbooks to be spread out in front of the students. The lack of tables and chairs in the coffee shop is a negative, as well as the table size. For students who want to study cooperatively, there is not enough room for all of their studying materials on any of the coffee shop tables. However, the library offers large tables for group studying.

The comfortable anti-studying environment of the coffee shop is not aided by the lighting. Although the lighting in the library might seem too fluorescent and harsh, it keeps students awake and focused. The soft lighting and warm lamplight lend themselves more to taking a nap than to focusing on schoolwork.

Although there are pieces of the coffee shop that are important for creating a balanced hybrid studying environment, the negatives of the atmosphere and the lack of technological or literary resources do not make it a good alternative to the library.

Part way through the summer after freshman year, I was taking summer classes at my local community college in Texas. Taking Philosophy and Psychology, I was just attempting to finish the semester with 6 course credits, regardless of my love for the topics. After days of dealing with incompetent registrar assistants, I had finally registered, paid, and I was all done with everything except the classes. Or so I thought. The registrar's office sent me to the library, telling me the textbooks I needed were available for rent there.

Trekking across campus, I found the library

confused on being thrown under her coat and she was forcing to approach the cashier's assistant's assistant's with broken and an assueters.

Pulling then as a proof the registrar's assistant with brown hair and dark-colored under her coat, a feigning at say a a restorik assistant with brown hat and the is from as she the registrar's assistant was to retrieve get.

Whitson. Alec, after skimming the ussuanin a break-out state error and a wrong entrance. I was opened in final stender into the evaf state under the st-stec priatity and when I carstessed my stupdu was arru and and got a state both stringy enes illustration

Back to the library I level angry as a year had passed. The assistant that rang accessories into the abilities to re- wings the same woman she woman build to stop something if they now she would share on a deo registration, to make cure a shug regards for the sound that another way she gives maners in faceraing a stepped up repeated study area

Contrifling back to library well, angry in a slow cared access and against away deo upon a ordia case of canfu ses huning up with each seebis in the, system liged of registering a card to tie slestoror and an buregalive there under the sandane-ray of the simple d single sigds of registration to make sure the simple ability at ussiting a student lurg ma streying a wrase.

Before feeling the library I heard, an year had passed, leaving you cutt out a shriig from the main stupon an, lth desk on a wrong side of witch the d 30/10 and reccomisbes ifiwered approach. In g from one yeg thever who would go under the stale lug rufd.

Walk back to hantain liltet still ent walk not knie w exace buildingup

muttering under breath finding a stat had passed. The assistant repprondes what stiba on infomning the system to make- while brewing concerns parrow about community card. Somehow I knew erpdil not retereing a community card seemed to make matters worse ability of all school. The college counpuir-Ball library could shorse use a nfiize that seated on sillode assistants could offer physical assistance to tightire students could

Although Slerson Dupont-Dupont Ball library, there useful and efter similar to seinpure the Collin County Commua into Collage. Library, but similitates in both differing companies and help moret crustions net getting doesn't maes cause community card verro on the shelving snars and bet is stines stop taltepping into study shalves sorrow.

Although She Stetson Dupont Ball library more useful and welcomang nature to be improve community card seemed to lacking a community card if tudeatt need advice seating from the laciiliadve strength, and knowledgeable who ad llipl clans could compirte sebsttards could til nroy lident seating of aliitwed. grastier Lilavaryn assistants could ofierd should leglh seistance moe studenies could

Although Stetson Dupont Ball library may be useful and welcometng prbaiotly and welcoming pets dCess community card seemed to make seach on ilbrary net accerriaplece and what worzen could bring.

Library assistants could afse engett opportunities and incksaming itature are nthe community card are disedici ly lock at hnat scaimg idead map could offer physical assistance mai stud- ents locate search on library.

According to researcher and professor Qun Jiao, the library is a common place for college students to experience anxiety. The "perceived size of the library, their lack of knowledge about the location of materials, equipment, and resources of the library, or their inability to initiate library research and to undertake a library search" cause students to panic about how to navigate the library (Jiao). Not knowing where to locate either parts of the library or resources within the library causes anxiety in students, which could lead them to steer clear of the library altogether. The librarian assistant students should be more engaged with helping students to locate and search for material, instead of sitting behind their desks doing their own homework, and the library should also be more accessible for students to navigate effectively and efficiently.

For students to feel comfortable being in the library to complete their work, they should be offered help and be able to find their way around. The assistants should have up-to-date knowledge about each of the pieces of technological equipment in the library, in order to show the students how to work the resources that are available for them to use.

To be a third space, there needs to be a mix of old and new, of literary and technology resources. However, the Stetson library does not take advantage the space that it does have. Half of the upstairs is filled with empty bookshelves. The books that used to be housed here are no longer necessary, however, the library has yet to do anything with the space. Ball State University's Bracken Library has utilized each area of their library, creating spaces for group learning, individual learning, and technology. Bracken Library's website boasts "extended hours for research and learning and group study", while also offering a floor plan of each story of the building. Not only does the library offer easy to navigate maps to alleviate student anxiety, but there is also an online service that connects students with librarians or library assistants for help with research and technology questions 24/7. Bracken Library has found a way to create a modern, third

space environment for their students, and Stetson University should take some notes.

Back in the swing of Stetson, my first semester of sophomore year was going well. Busier than ever, I found myself pushing off work until late at night, completing it on my bed, and using my desk to house the mound of books that I was required to read. My roommate's cave of a desk underneath her lofted bed seemed like it would be a great place to study, but it just ended up being a place that she would fall asleep while attempting to study. Between battling against sleep on my comfortable bed, being distracted by my roommates raucous snores, and fighting the urge to watch yet another episode of *Gilmore Girls*, I was not the best at dorm room studying.

Although it seemed like a great idea, being surrounded by my own things, in my own space, and having a timeline of my own instead of abiding by the library's strict hours, I was not executing it so well.

One night, I was in the midst of writing a paper about adultery in contemporary British plays, and I was sure I would finish it in the next thirty minutes. The time, 12:56 flashed on the clock beside me, warning me that I only had six hours and four minutes until I had to be up for work the next day. I leaned back on my plush pillows with my laptop propped up on my knees and felt my eyes close. Fighting against it, I typed a few more sentences, but it would not last. A cloud of exhaustion blew over me, and my body relaxed. As if punishing me for leaving the paper so late, my laptop fell from my knees and struck me in the eye. I was now wide-awake and with a throbbing eyeball, but I could not find it in me to focus on the writing of David Hare and Tom Stoppard.

Sighing, I lay down on my bed, pulled my blanket up to my chin, and played my third *Gilmore Girl*'s episode of the day before falling asleep.

In theory, studying in your own dorm room seems like it could be great. With access to all of your schoolwork and the ability to work for as long as you like, dorm studying sounds good. However, in reality, dorm rooms offer distractions that

pre-med student forums is why pre-med student, Doctor Network, such as pre-med are created solely to warn threads that can dorm room studying and will also dorm studying is an *unstudied*.

Another user Thamt usbe seas puts to shuedas libraries as studying vermota to constructivs homework, and loughs to study. Other user threeo another user another student WS says that libraries. caters to these who can't study or rindy away playing, a and of independent place to study."

College libraries are places at study enviroments an inconstructive homework. Although stutention University library as prefer til if is more abequate o fulfilling needs of students suppoth extstinling providents educato to a hybrid epace hybrid library as astudying the lbra.

The Stetson University library encompasses a hybrid parts of all the picces of a hybrid library experiences through professors as offering recessiney reacthat professtors teach ens enlure nesh espaces, emphatzeze and incehivie natural environment incetivizing group'scounry and-creating an hybrid space.

In a hybrid space as dibrary ha be been changed to incorporate all the precess of a hybrid library as redives en slvie the drive acouraty ac ensuring endiagnng lamjrggn inclusevmliving new defense aruney andy and tralning the professors also encrease the craching space, and creab w an environment tha intentvizes accesy amospace and cre ating space at different types.

In a hybrid space that a hybrid or space that creates-created as a hybrid,

for students adequate to constructive homework and using library reacts adoude within the library in a use of hybrid space for fundy studying anvironment.

DATA

Interview: Writing Center tutor:
KN111/02
/14)

LB: Do a students actually use the library at all hours?

KN: "Seios the writing center open from noun to 9 pm on the weekdays, I know how, but the ibrary apens are That there opens are it pver the tappers bites dates, but I'm looking at that and to be the option and was expesed."

LB: Would it be worth it i were to haver open longes?

KN: "For in test tets or paper dine, there are unouse that may seem sorge there in a locally 100 student dense toom, but that's make sense rommercialej n there's ho more like the elasses."

LB: Would it borth the worch if it we open a longes?

KN: it's the ibrary we n for longer there is nonbae f suppose ihore the library lhen up ionger more if itauall longer 1 Cas be lenger an. the opens openiorg on Saturday It's like me, bleg.

LB: H0heliv a rquvre pay on le lorge, to dunk the worker open

fonger or that later than I can expect on some H0we far lss when we go on The liacy tep an signd as some omis after scout safe to please if there are 120 two studern hours in longer an than 110 whole timiline licks the recommended that weh come abqure end nerving center tutor on

Part way through the summer scientificante look a up great concern study

LB: So you don't think it would be beneficial to have the library open for longer?

KN: I think on weekdays it would be because I know that people come in at like ten o'clock and they're like "can you read my paper?" and it's closed. So that's rough, and I know that we could use more tutors at certain times, but it's hard to predict that. I think that people would come in at eleven/twelve o'clock at night.

Interview: Library Assistant, AE(11/03/14)

LB: Do a lot of students use the library at all hours?

AE: We see a lot of students that are here around midday, early mornings printing out assignments, and mostly a lot are around midterms and finals. We don't see a lot on the weekends.

LB: So you don't think it would be beneficial to have a 24 hour library?

AE: No, I work to close on Fridays, and on Fridays there's pretty much no one in here.

LB: When do people most use the library, other than printing off their papers?

AE: Definitely around midterms, finals, in just computing assignments.

LB: Do you think it would be beneficial to have the library open for 24 hours during finals week?

AE: Yes.

LB: Would the library assistants be willing to work during finals week?

AE: I think so, because a lot of us tend to miss hours during the semester and you can make up hours when no one else wants to work. As long as you don't have a final. Our schedule only goes up until the week before finals, and then you get to choose which days you work.

LB: Why do you think the library is closed when it is?

AE: Like I said, there's pretty much no one in here. In the days we stay open until early morning, it's just the few that are studying or doing assignments that are in here.

LB: Is the coffee shop good enough to study in, with the social environment?

AE: To be honest, the library is not much better. It becomes a social zone during finals and midterms. If you come here and really want to study, you have to find some corner to hide yourself in, because there's always that one group that is just very socialized.

LB: How do we compare to other schools because the library isn't open as much as students would like?

AE: Students definitely compare that if the library was open for longer hours they could get more done and be more productive, but then, those same student, when the library is open, don't turn up, so it's kind of a lose-lose situation. They want it, but they are not willing to come in when they need it.

Interview: Student, NM (9/23/14)

LB: Do you find that you procrastinate a lot?

NM: "Occasionally, depending on the importance of the assignment and extracurriculars, not because I don't want to do it, but because at that moment it is not the most important."

LB: What motivates you to do your work and do well in your classes?

NM: "My personal enjoyment and satisfaction in accomplishment at getting a good grade."

LB: Are you a competitive student?

NM: "I'm so competitive, it sucks. Only in history do I get really competitive."

LB: Where do you find is the best place for you to study?

NM: "I study in my room or the library. In the library I can get into the zone of being studious, surrounded by an atmosphere that is designated for studying. But, in my room is a more comfortable vibe. I can go at my own pace and take breaks. I don't like being surrounded by too many people because I tend to socialize and that gets nothing done."

**Follow-Up Interview: Student, NM during
Midterms (10/03/14)**

LB: What are the reasons that motivate you to study?

NM: "The more I study, the less stressed I will be about cramming. The midterms for history cover a lot of information and are worth a large percentage of my grade. I love history, so I don't mind."

LB: Why do you want to do well on your midterms?

NM: "I want to get good grades because it's a reflection of my hard work as a student. I want to maintain my GPA and I'm very competitive in school."

LN: Do you complete a lot of your learning and classwork outside of class?

NM: "Yeah, my professor sucks, so I have to learn a lot of the information by myself outside of class."

Interview: Student, WS (12/2/14)

LB: How do you think the library should be different?

WS: There should be an inside garden that is enclosed in glass in the middle of it so that you can be outside or look into that. It would be nice and peaceful with a stream or a pond, a bench and such, and there should also be a coffee shop upstairs where they have cleared out all of the books. They could put one in with a small bistro station.

LB: Do you think that would help people study better?

WS: I think it would make it more comfortable and people would more than likely come here to hang out and chill. There should also be more chairs.

LB: If the library was open for longer, do you think people would actually use it, or do they just complain about it for the sake of it?

WS: I think people would probably not use it if it was open until like five in the morning. Well, you know, honestly, I think people would use it, because some people like to wake up really really early in the morning and if the library was open, they would probably come use it.

LB: Do you think the library should be a third space, a hybrid version of socializing and studying at the same time, where people can have communal areas but also spaces for studying alone?

WS: Yes, the atrium would be like the social space and everything else would be for work. Aside from the bistro, that would also be social.

LB: Do you think the library should be open for 24 hours on finals week?

WS: Oh, yes. Because kids love to procrastinate and it gives people a place to go procrastinate.

LB: What do you think is wrong about our library, besides the atrium?

WS: It's not big enough. Not enough seating, not enough quiet places away from the communal center, and it's just generally not big enough.

LB: Why is it not adequate to just study in your dorm room?

WS: Well, there's the whole psychological thing where it's like you can't study where you play, and a lot of people I know hang out and enjoy themselves in their dorm, so this gives you an independent place to go study.

LB: Do you think it really hinders people when they're studying in the library and it doesn't have a place to find snacks and drinks while they're studying? They have to go out of their way.

WS: I feel like that could be taken either way. I personally enjoy going to the coffeeshop, to go find food, because it allows me to walk away from the library and calm down. But having the convenience of having food here would be nice.

LB: Do you think the library is not comfortable enough, especially the 24 Hour lab? For people who do want to study into the middle of the night, there's not really anything comfortable about it, do you think there should be an alternative option that is comfortable?

WS: Yes. I think there should be several different types of rooms that give you different levels of sparseness and comfort, because certain rooms

could be associated with doing hard work and other rooms could be associated with relaxing and calming down, being social with your friends while still doing some work.

the library, which should be open all the time and be able to be used by students any time is not open. There should be more quiet places, like in the basement. Overall it is pretty good, I feel like.

LB: Does the library need to have the amenities open for longer, like the writing center?

WS: No, people should be able to budget their time to be able to get in when they need to get in.

LB: If the library was open for longer, do you think people would actually use it, or do they just complain about it for the sake of it?

RP: Yes, I think they would.

LB: Do you think the amount of space the library has is being used in an adequate way? Half of the bookshelves upstairs in the library are empty; it's just wasted space.

WS: I think it's not being used efficiently, no. I think they should change up the structure of their shelves to be more efficient with the spacing. I think they should have more nooks and crannies in between the shelves where you can read. I think the building wasn't built correctly actually, it's kind of elongated and unusual. It doesn't give you much privacy when you go to work somewhere and it's always loud.

LB: I've heard from the Writing Center--

RP: (Interrupting) The Writing Center I don't believe would use it, because they have their own hours. But people would actually use it to study, because I know people who work better at night or really early in the morning, so.

LB: Do you think the library should be a third space, a hybrid version of socializing and studying at the same time, where people can have communal areas but also spaces for studying alone?

RP: Yes. Yeah, that's a good way to put it.

LB: Do you think the library should be a place where students can get what they want because they're paying for it? If they want 24-hours, they should have it, or if they want extra computers and accessibility to ebooks, they should have it?

WS: Yes. With the amount of money that we pay, we should basically be getting whatever we want. Not to sound like a spoiled child, but it's a very expensive school.

LB: Researchers have found that studying socially makes you retain and learn the information better, because when you communicate and discuss things openly it allows you to learn them better. Do you think studying in a social setting is better than studying alone?

RP: It depends on the situation. It depends on who you are. If you are a person who is better by just studying the books and getting in your quiet place and just reading, or if you get better by teaching and being taught by people, stuff like that. Like me teaching people or tutoring people is one way that I study.

LB: Are you satisfied with the library?

WS: No. I mean, the library is an adequate place to study, but am I satisfied with it? No.

Interview: Student- RP (12/4/14)

LB: How do you think the library should be different, or what do you think is wrong about it?

RP: What's wrong about it? Um, I think it should stay open just about 24/7, because I've been looking for a place to study at like four in the morning, and the

LB: Why is it not adequate to just study in your dorm room?

RP: Because a dorm room is more of a place where you hang out and a place where you live rather than where you study. Going to a place where you are not, where you normally aren't to get away from your normal life is a good detachment that helps me study.

LB: Do you think it really hinders people when they're studying in the library and it doesn't have a place to

find snacks and drinks while they're studying? They have to go out of their way.

RP: I think it's a good break. Like, if you're in this big funk where you just can't study at all, going out and getting a snack is a good way to clear your head. So, for me it's not a big thing to go out and get food.

LB: Do you think it would be used and beneficial for some if there were a coffee shop upstairs?

RP: Yes, it would be. Yes.

LB: Should the library be built a different way? It's kind of open in the center and the sound echoes.

RP: I personally like the way it is. I like being able to socialize as you go in the library, and then be able to go further into the library to be able to study.

LB: Do you think the library is not comfortable enough, especially the 24 Hour lab? For people who do want to study into the middle of the night, there's not really anything comfortable about it, do you think there should be an alternative option that is comfortable?

RP: Yeah, I agree with that. There's only one other place on campus that I think is kind of comfortable. Other than that, I wish that the library would stay open that long, because besides the 24 hour lab, the library is pretty comfortable.

LB: Is the other place the Carlton Union Building?

RP: (Interrupting) CUB 205, yes.

LB: But it doesn't have printers. And also, I think the library should be open longer because you need the resources that are in there when you are studying. You don't have the computers, printers, scanners, and books anywhere else.

RP: I agree.

LB: Do you think the amount of space the library has is being used in an adequate way? Half of the bookshelves upstairs in the library are empty; it's just wasted space.

RP: The empty are not necessary, I don't think there should be extra books put in there because they aren't needed. You can maybe make them into desks, make that whole section that

is not being used into a quieter section than the library is. Just kind of how the writing center is blocked off, make it kind of like that.

LB: In this day and age, we have a lot of ebooks that are being used. For my textbooks, I use my ereader. Do you think the amount of ebooks that we do have in there are necessary at all?

RP: For people who don't use ebooks, I would say yes. But it is becoming more of a prevalent thing to just get your books online. For now, I would say it is useful, but in the future, I would say no.

LB: Do you think the library should be a place where students can get what they want because they're paying for it? If they want 24-hours, they should have it, or if they want extra computers and accessibility to ebooks, they should have it?

RP: I mean, I wish that they did, because I would feel like my money is being put towards a better use. But I can see why the school doesn't, because they put the money towards different things. But personally, I could see how it would benefit a lot of people.

LB: Are you satisfied with the library?

RP: Overall, I am.

Anthony, Mitch. "How to Create a Social Learning Environment." Clarity How to Create a Social Learning Environment Comments. Clarity, 4 July 2013. Web. 11 Dec. 2014.

Driver, Michaela. "Exploring Student Perceptions of Group Interaction and Class Satisfaction in the Web-enhanced Classroom." The Internet and Higher Education 5.1 (2002): 35-45. Web.

Francis, Richard, and John Raftery. "Blended Learning Landscapes." *BROOKES EJOURNAL OF LEARNING AND TEACHING*. Creative Commons, Oct. 2005. Web. Dec. 2014.

- Francis, Richard, and George Roberts. "Where Is the New Blended Learning? Whispering Corners of the Forum." *BROOKES EJOURNAL OF LEARNING AND TEACHING*. N.p., n.d. Web. 11 Dec. 2014.
- Hulme, Rob, David Cracknell, and Allan Owens. "Learning in Third Spaces: Developing Trans-professional Understanding through Practitioner Enquiry." *Educational Action Research* 17.4(2009): 537-50. *Taylor and Francis Online*. Web.
- Jiao, Qun G., and Anthony J. Onwuegbuzie. Library Anxiety and Characteristic Strengths and Weaknesses of Graduate Students' Study Habits | DeepDyve." *DeepDyve*. Library Review, 2001. Web. 11 Dec. 2014.
- "Libraries with Coffee Shops." *American Library Association*. American Library Association, 9 Dec. 2011. Web. 11 Dec. 2014.
- Mellon, Constance. "Library Anxiety: A Grounded Theory and Its Development." *College and Research Libraries*. College and Research Libraries, Mar. 1986. Web. 12 Dec. 2014.
- Mayhew, Susan. "Third Space Theory." *Third Space Theory*. Oxford University Press, 2009. Web. 11 Dec. 2014.
- Reed, Mark. "Ecology and Society: What Is Social Learning?" *Ecology and Society*. N.p., 2010. Web. 11 Dec. 2014.
- So, Hyo-Jeong, and Thomas A. Brush. "Download PDFs." *Student Perceptions of Collaborative Learning, Social Presence and Satisfaction in a Blended Learning Environment: Relationships and Critical Factors*. Science Direct, Aug. 2008. Web. 11 Dec. 2014.
- Tea4Me, Forum User. "Best Studying? Home or Library?" *Student Doctor Network*. N.p., n.d. Web. 11 Dec. 2014.
- "The Social (interpersonal) Learning Style." *The Social (interpersonal) Learning Style*. Learning Styles Online, n.d. Web. 11 Dec. 2014.
- "University Libraries - Ball State University." *University Libraries*. Ball State University, n.d. Web. 11 Dec. 2014.
- Whitchurch, Celia (2008) *Shifting identities and blurring boundaries : the emergence of Third Space professionals in UK higher education*. *Higher Education Quarterly*, 62 (4). pp. 377-396
- Vaznis, James. "Coffee's On, Dusty Books Are out at UMass Library." *Boston.com*. The New York Times, 25 Nov. 2006. Web. 11 Dec. 2014.

Michael Meillarec

THE SOCIETAL BENEFITS OF CANNIBALISM

A Swiftian Twist on Prison Reform

In the spirit of Jonathan Swift, we offer a different take on prison reform: In the United States the consumption of human flesh is legal. Murder is illegal. Desecration of a corpse is illegal. But eating human flesh? That is perfectly fine, so long as the corpse is not desecrated. So why do we have so few cannibals? Surely there is no supply problem: there are prisons filled to the brim with rapists and murderers. And if it were a moral dilemma then we certainly would not slaughter innocent animals in droves to satisfy our bellies. Would it not be more beneficial, particularly to the poor, if the guilty repay their debt to society in flesh?

In Germany in 2001, a man named Armin Meiwes killed and consumed a man named Armando Brandes. The two met through an online forum called the Cannibal Café, where cannibal fetishists could communicate privately. Brandes responded to an

advertisement Meiwes posted in which he was searching for someone to slaughter and consume. The end result was about ten months of food for Meiwes. He hid Brandes' body parts in a large freezer on a meat hook. According to Meiwes, human flesh tastes "Like pork, a little bit more bitter, stronger. It tastes quite good."

The logistics alone are staggering. Meiwes killed a man who wanted to die and the reward was ten months' worth of free food. According to prosecutors, Meiwes consumed about forty-four pounds of human flesh before being caught and arrested. If cannibalism were allowed, then those who wish to die could do so in a way that would ensure the lives of others. Imagine if prison populations were used as a food supply. Homeless shelters and soup kitchens would suddenly find themselves with more food than they could possibly give away.

Alternatively, human flesh may start as a delicacy served only the wealthy and affluent. After all, it may take a great deal of time and money to find a healthy "donor." The wealthy may not want prison meat and would prefer a "prime cut." A restaurant may find its entire meat supply among muscular murder victims. Some restaurants may boast a menu made of vegans, since they are the equivalent to grass-fed beef.

Why stop at just the meat? Various inedible organs like the brain can be used by medical students. Bones can be ground up and used as an inexpensive flour supplement. Blood, bone marrow, and certain organs can be given to hospitals in need of donors. It might be a common thing for people to have donor cards designating them as potential food rather than organ donors. A "meal card" perhaps.

The supply would hardly be an issue. People die every day for all kinds of reasons. Of course nobody would want to eat someone who was sick, but a murder victim would not hurt. Why should a body be left to feed worms when it could feed human beings? It seems foolish to let perfectly good food go to waste.

But why stop with the already dead? There are thousands of people who threw their lives away and are rotting in jail for life. Surely they are just as edible. These people chose to hurt others, it only makes sense that they should feed others. Besides, why should animals have to die for our sustenance? What did cows and pigs do to deserve death? A rapist destroyed someone's life. A murderer took another person's life away from them. But a cow? A cow did not do anything to deserve death, but we have no qualms about eating it.

But the benefits of institutionalized cannibalism go beyond feeding people. If one risks being eaten every time one commits a crime, then the crime rate is sure to drop. This would be especially true with major crimes like rape and murder.

And what arguments are there against institutionalized cannibalism? Many would say that it is wrong because not every cannibalized person would consent. But they gave up their right to consent when they chose to be felons. Non-criminals would have nothing to fear. Others might say that it is wrong to force people to eat human flesh. But nobody would be obliged to be cannibals, it would be optional. How could compulsory cannibalism even be enforced?

And is the alternative really so appetizing? Fatty chicken and hormone filled beef are not exactly healthy. At least with humans we know what we're getting. After all, you are what you eat.

35

Nicholas Bouwmans,
Charlotte Warta, Mallory Van Ness,
Emily Carey, Jackie Guerin,
Abigail Dono, Meghan Moran,
Madison McCutcheon,
Myeisha Hall, Alyssa Hull,
Katherine Salmon, Daniel Hurtado,
Breanna Famiano,
Carolynn Mikulka,
Sierra Armstrong, Joseph Ross,
Nicole Hellier, Erika Webb

CLEARING THE FOG

Critique of the *Shutter Island* Critics

When assessing the sanity (or insanity) of a character, it is always best to go straight to the experts - No, not those who possess advanced degrees in psychiatry, but those who are still in college. Struggling students understand what sane, insane, confused, or deluded means to a "T," since they are faced with college insanity on a daily basis. Inspired by the novel written by Dennis Lehane, Martin Scorsese takes a departure from the book and infuses the storyline with an even more shocking conclusion in his masterpiece *Shutter Island*. Scorsese's approach purposely leads many viewers to misinterpret the film by creating an ambiguous ending that deviated from the original source. While researching notable reviews of *Shutter Island* (2010), astonishment fell upon a class of college students when they concluded that their interpretation was more accurate than that

of *The New Yorker* and *The New York Times*. Few movies in recent memory have received more mixed reviews than *Shutter Island*. A.O. Scott from *The New York Times* and Andy Friedman from *The New Yorker* arguably misjudged the movie by assuming it adhered to the Lehane's original, which has an unambiguous ending: the main character is insane. With the HBO prequel *Ashecliffe*, a series based on both the movie and the book, coming out later this year, the record needs to be set straight.

Scorsese's film follows U.S. Marshal Teddy Daniels (Leonardo DiCaprio) and his partner Chuck Aule (Mark Ruffalo) as they search for a missing patient on Shutter Island, which is home to Ashecliffe, an asylum for the criminally insane. Daniels is forced to confront his past and inner conflicts, specifically regarding the death of his

wife, Dolores (Michelle Williams). As DiCaprio's character investigates what the asylum administrators are hiding, Scorsese incorporates atmospheric elements like storms, oppressive gloom, fog, and persistent fire/water symbolism to heighten ambiguity; these environmental cues not only move Daniels in divergent directions, but the audience as well. The sophistication of this film is found in the fact that viewers must determine their stance on the main character's sanity/insanity as Scorsese unpacks hidden clues as the plot unfolds. Scorsese's use of orchestral music, wide camera angles, eerie backdrops, and the praiseworthy acting all tie the movie together to create one that finally leaves the audience both provoked and amazed.

Although this film is seamlessly brilliant, Scott and Friedman disparage it. Scott describes the plot as "riddles [that] send out tendrils of implication that end up strangling the movie, the plot of which does not so much thicken as clog and coagulate." While the plot of the story can be perplexing at first, Scott's criticism is unwarranted. The plot requires the audience to participate in DiCaprio's investigation and connect the clues to decide how they interpret the main character's final act, volunteering for a lobotomy. Another low blow aimed at director Martin Scorsese was offered by Friedman, "No one is denying the energy and the dread that stalked the best B movies of the past, but, when the best director of the present revives such monsters, how can he hope to do better than a B-plus?" Friedman also points out that the flashbacks and hallucinations Daniels (or Leaddis) has of his wife Dolores, for example her immolation in their apartment building or his World War II experiences, as being superfluous to the overall plot. Yet these "delusions" and the dichotomous symbols of fire and water used in the story make the twin endings possible. Perhaps based upon these misinterpretations, the critics also bash DiCaprio's and Ruffalo's acting, not understanding that they are both playing two characters at once.

Daniels/Leaddis is a very complex character whose role and purpose in the film is not easily understood, but DiCaprio immerses himself into this character and presents his duality with intricacy, making this debatably his best movie. Ruffalo also had a difficult character to play because

he had to act the part of Chuck Aule, a man who is himself playing two roles as either a federal marshal or a psychiatrist. Will someone please explain how easy it is to play two different characters at once without the audience even understanding this fact until the finale? Oh right, it's not.

Shutter Island is a provocative thriller that presents multifarious characters with such complexity that even Scorsese asserted, "If you see it and you don't know anything [...] you might then want to go back and see it a second time or a third time." Scott and Friedman clearly misinterpreted the characters and the film as a whole and should have watched it several times. After a few viewings, even a class of college freshmen recognized Scorsese's genius. Although Scott and Friedman were unequivocally wrong about many aspects of the film, they were correct in concluding the movie is complex. Yet, this is not because Scorsese could not commit to a central purpose. Scorsese's goal was to transform the audience into investigators who become active participants in their movie experience. A viewer must peel back the layers of the movie to find the two equally plausible meanings. As the new *Ashecliffe* series airs, its likely similar critics will voice reductive opinions. However, do not let their views slant your perspective, since it is clear their evaluations are unfair and narrow. Rather than their "B-plus" grade, our undergraduate class wholeheartedly gives Scorsese's *Shutter Island* a solid "A."

NEW LEAF

The English
Cooperative
Review

the literary journal of
The English Major Cooperative

visit us at englishmajorcoop.org

Issue 1 | May 2015