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Letter from the Lead Student Editor

Dear Reader,

This sixth volume of the *Monarch Review*, like those that came before it, showcases the excellent creative and academic achievements of Methodist University's undergraduate students. This issue consists of eight research papers and fourteen works of art, including, for the first time in the *Monarch Review*, two sculptures. In addition, the journal has the privilege of presenting the creative harvest of student poets and painters who collaborated in MU's first-ever "Reciprocal Ekphrasis: Images and Poems, Poems and Images," an exhibit presently on view in the Union-Zukowski Lobby and now memorialized in these pages. Sadly, however, I have to announce that, with the publication of this volume, the journal is being suspended indefinitely; the managing editor, whose letter follows this one, will fill you in.

With little commonality in theme, volume 6 travels through time and a broad spectrum of ideas and creative forms. Will you visit two American heroes who, in the years leading up to the Civil War, escaped from slavery and publicized its moral and physical horrors? As Maria Choi shows us, Frederick Douglass recognized that the violence of the slaveholder must, too often, be answered by violence. Kseniia Petrova outlines the typical features of the American "slave narrative" as she examines the story of Harriet Jacobs, who could protect her children only by offering her sexual favor to a white man and who later hid, for seven long years, in an attic garret only three feet high. Will you travel to the colonial era with Cristina Gillard, to learn what Perquimans County court records reveal about how colonial North Carolinians lived? You could take a journey to Renaissance Europe with Alexis Cohan's essay on how recorder musicians and instructors strove to make the instrument sound like the human voice. You can then return to the modern era with Jenna Landis, who examines a 21st century scandal about cyber (in)security, as a supposedly independent privacy auditor failed to uncover Facebook's shockingly lax privacy protections. Ieshia M. West offers wise counsel on ways to encourage volunteerism among youth and young adults; Daniella Amsterdamer inquires into the characteristics of nations that support the civil liberties and human rights of their citizens; and Mohnnad Alshalalda looks for the demographic factors that may slow or speed population growth.

Interspersed among the essays, you can also rest your eyes on visual art by our undergraduates: four portraits, four still lifes, two abstracts, two scenic photographs, and two sculptures. These wonderful creations are the work of Jason Aguilar, Karen Britton, Cameron Dubin, Heather Miller, Mary Sue Parker, and Sierra Romero. Also, greatly extending the journal's exploration of student creativity, we include eight pairings of painting and poem from the "Reciprocal Ekphrasis" collaboration. The artists include DeeOnna Denton, Kylene Dooley, Tom Gore, Kristen Oliva and Jordan Saunders, as well as two whose work was already selected for the journal—Karen Britton and Mary Sue Parker. The poets are Charles Canady, DeeOnna Denton, Akejah McLaughlin, Chris Miller, and Pamela Rondo.

Each year, many students submit their work, faculty members sponsor their work, student and faculty reviewers thoughtfully provide their insights, and the members of the *Monarch Review* staff spend hours processing this feedback. Journal staff members assess the papers themselves and recommend revisions to enable the student authors to meet our

publishing standards. The art work goes through a less involved but similar process. And both artists and authors are given substantial feedback on the work they've accomplished.

I offer my sincere gratitude to all those who aided in the submission and review process and to my team who spent many hours, on a volunteer basis, to create such a magnificent journal. Most of all, I would like to thank Baylor Hicks, managing editor, for working patiently and fervently with me and many others to create this sixth volume of the *Monarch Review*.

The *Monarch Review* is close to my heart: It is an enterprise that has not only enabled students to share their amazing efforts in an impressive publication, but also given many of us an unequalled opportunity to hone our critical faculties and communication skills, and to join together in a complex task.

I hope you enjoy this volume and the many treasures it has to offer.

Best regards,
Kaitlin Coltharp
Lead Student Editor

Letter from the Managing Editor

Dear Reader,

As Kaitlin has told you, the *Monarch Review* is folding up its tent as we send this volume off for publication in print and online. We're holding on to the hope that the journal will be revived at some future date, perhaps as soon as next fall, but a path to that happy outcome is not apparent yet. Still, if you're feeling optimistic, and especially if you are a graduating senior, please feel free to submit your research papers or creative work (any medium but literary); if the journal is reinstated in the not too distant future, we will include your work in our submission, review and revision process. (For submission requirements, see <https://www.methodist.edu/monarch-review/submission/>.)

The sixth volume marks seven years of work by numerous undergraduate students—contributing authors, contributing artists, staff members, and reviewers—and the many faculty members who have supported this effort by encouraging and sponsoring students to submit their work, and thoughtfully reviewing and evaluating student submissions. These friends of the journal are literally too numerous to name, but a handful of individuals deserve an individual shout-out.

Miranda Jade Friel was our founding student editor; as a freshman, she knew she wanted to establish a high-quality student journal at Methodist, and had the resolve and ability to bring her dream to fruition. Dr. Kelly Walter Carney stepped up to advocate for Miranda and the journal, and gave invaluable advice through our first year of operation; the then director of the Center for Research and Creativity, Dr. Clay Britton, brought the journal into his plans for the CRC; Prof. Robin Greene, director of the Writing Center, made available a professional writing consultant (yours truly) to coordinate and oversee the standards of quality; and, last but hardly least, former Provost Delmas Crisp approved the concept and the allocation of resources. More recently, the new CRC director, Dr. Cameron Dodworth, has been a firm supporter and a pleasure to work with.

The many people who have contributed to the *Monarch Review* have, collectively, enriched the undergraduate experience at MU immeasurably. And we have produced some exceptional work that shows off Methodist University and its undergraduates to good advantage.

However, the Writing Center's resources have shrunk in recent years, and the WC can no longer afford to release a substantial portion of my time to the journal. In short, I'm needed as a full-time writing consultant as the WC strives to meet the student need for effective coaching with writing projects.

It has been my privilege to be involved with this enterprise, to work with the student staff members, authors and artists, and with MU faculty and administrators. I am deeply grateful for the experience.

Sincerely,

S. Baylor Hicks

Managing Editor of the *Monarch Review*
and Senior Professional Writing Consultant
Writing Center

Necessary Violence in Frederick Douglass's *Narrative*

Maria Choi

Faculty Sponsor: Dr. Kelly Walter Carney

Department of English and Writing

Opponents of American slavery commonly cited the physical violence of slaveholders toward the enslaved to argue compellingly against the institution. Slave narratives often featured scenes of slaves subjected to their masters' violent behaviors, and *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* is no exception. Frederick Douglass presents numerous scenes of whippings and beatings as punishment for the slightest provocations, showing the abomination of slavery in allowing humans to be treated with such brutality. Douglass is clear in his hatred of the slaveholders' violence, which he sees not just as adding physical cruelty to slavery but as playing a fundamental role in the existence of slavery. In other words, Douglass views violence as necessary to make someone a slave and to keep someone a slave: the demoralizing characteristic of slavery is the forced submission to violence at the hands of others and the inability to return violence even in self-defense. Consequently, to break away from the hold of slavery and to free oneself mentally if not physically, the enslaved must combat this demoralization. Although Douglass does not explicitly state in his narrative that slaves should engage in violence toward their masters, his personal journey to freedom demonstrates his belief that violence in response to slavery is not only understandable, but necessary to bring about change.

As a young boy, Frederick Douglass does not fully understand the true horror of slavery until he witnesses his master's cruel treatment of his aunt. Unable to rid himself of the memory, Douglass writes with graphic detail about what he saw and heard as he remained hidden in a closet, terrified that he would be next. The violence toward his aunt has a powerful impact on Douglass: "It struck me with awful force. It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass" (*Narrative* 1010). This violence is a rude awakening for Douglass to the reality of slavery; it is the "first of a long series of such outrages, of which [he] was doomed to be a witness and a participant" (*Narrative* 1010). Fortunately for Douglass, he is given to a new master who is not quite as cruel as many could be. Douglass's spirit, already strong, is not subdued enough through violence to keep him in the mindset of a slave. Especially after learning to read and write, Douglass is, as his master says, "unsuitable to his purpose" (*Narrative* 1033). Accordingly, Douglass is sent to be broken by Edward Covey, who is tasked with making Douglass a more submissive, and therefore better, slave.

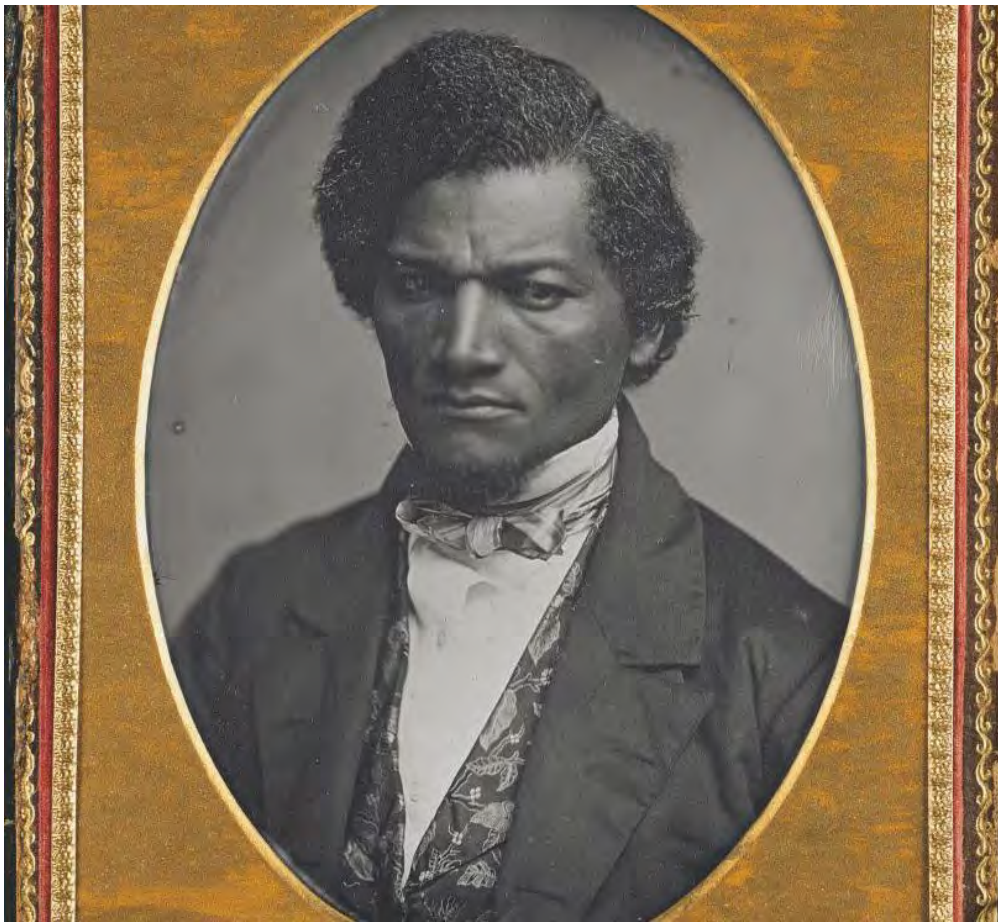
The powerful effects of violence on Douglass can be seen through his encounter with the slaveholder Covey. For six months, Covey subjects Douglass to mental and physical violence, and whips him almost every week. Covey is nearly successful in his attempt to train Douglass to be a submissive slave. Douglass writes, “I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!” (*Narrative* 1036). In response to a letter from a white man who doubts the truth of Douglass’s narration, Douglass summarizes the result of Covey’s violence more simply: “I was driven so hard, and whipt so often, that my soul was crushed and my spirits broken. I was a mere wreck” (“Reply to Thompson’s Letter” 94). For Douglass, then, violence has the power to make someone a slave not only in name but in spirit as well, taking away a slave’s manhood and any hope for freedom by constantly asserting the master’s superiority and power over him.

How does one fight against a slaveholder’s cruelty? How does one maintain one’s sense of self in the face of dehumanizing brutality? For the few years surrounding the publication of his first narrative, Douglass seems to believe a change can be brought about by appealing to slaveholders’ compassion and ethics, and he publicly maintains the opinion that nonviolence can be effective in combatting slavery. However, Sylvie Laurent points out in her article “Is Violence Sometimes a Legitimate Right? An African-American Dilemma” that this opinion is “less for moral or religious reasons than for strategic ones” (126), as it was dangerous to promote or sanction slave violence. This accounts for any hesitancy on Douglass’s part to directly state his beliefs in his narrative. Yet even so, he provides substantial evidence through his stories and experiences that violence is the answer to the slaveholders’ cruelty.

Douglass’s narrative presents the uselessness of nonviolent behavior in changing a slave’s circumstance. His focus on his grandmother’s continued slavery after her life-long faithfulness to her master suggests that it is pointless to expect freedom as a result of any kindness or compassion on the slaveholders’ part. His grandmother had raised her master from infancy, served him through life, and stayed with him in his death, but “she was nevertheless left a slave—a slave for life” (*Narrative* 1029). It is similarly pointless to expect freedom as a result of religious conviction or of religious beliefs. In fact, Douglass declares that of all slaveholders, “religious slaveholders are the worst” (*Narrative* 1043). One of his masters, Captain Auld, converts to Methodism, and Douglass hopes that if Auld does not free his slaves, he will at least be “more kind and humane” (*Narrative* 1032). Instead, Auld’s new religion makes “him more cruel and hateful in all his ways.” These experiences explain why Douglass believes, as Jason Matzke writes in “The John Brown Way: Frederick Douglass and Henry David Thoreau on the Use of Violence,” that nonviolence can “no longer reach the conscience of slaveholders who [have] been hardened by their participation in slavery” (68). As attempting to change slaves’ circumstances by appealing to the slaveholders’ kindness or morality is ineffective, something else is needed.

Perhaps one of the most well-known quotations from Douglass’s narrative appears in the passages leading up to his monumental fight with Covey: “You have seen how a man was made a slave; you shall see how a slave was made a man” (*Narrative* 1038). Covey’s violence has turned Douglass into a brute, but the pivotal moment in his life as a slave occurs when Douglass, no longer willing to submissively endure cruel beatings, repays violence with violence and fights Covey. Douglass’s violence is transformative. His

broken spirit is healed, his sense of identity is rediscovered, and from that moment, although he remains a slave for four more years, Douglass is a man again: “My long-crushed spirit arose...and I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact” (*Narrative* 1041). Douglass realizes the powerful role of violence in the slaveholder’s system, and after regaining his spirit, he vows never to allow himself to be whipped or beaten again. When Douglass’s fellow apprentices begin physically abusing him, Douglass upholds his promise and “[strikes] back again, regardless of consequences” (*Narrative* 1051). Additionally, when Master Hugh becomes angry and threatens a beating, Douglass is “resolved, if he laid the weight of his hand upon [Douglass], it should be blow for blow” (*Narrative* 1056). To endure violence is to be a slave, and Douglass is that no longer.



Frederick Douglass. Daguerrotype taken by Samuel J. Miller (1822-1888), August 1852, Akron, Ohio. Art Institute of Chicago.

Douglass carries the lesson he learned about violence his entire life, and in his speech “Appeal to the British People” in 1846, he explains in more detail why the cruelty of slaveholders is a fundamental part of slavery:

But the slave must be brutalized to keep him as a slave. The slaveholder feels this necessity. I admit this necessity... The whip, the chain, the gag, the thumb-screw, the blood-hound, the stocks, and all the other bloody paraphernalia of the slave system, are indispensably necessary to the relation of master and slave. The slave must be subjected to these, or he ceases to be a slave... [Let him know] that his master’s authority over him is no longer to be enforced by taking his life—and immediately he walks out from the house of bondage and asserts his freedom as a man. (11)

Douglass can say this so assuredly because he has lived through it—through Covey’s use of violence to break his spirit—but more importantly through his own violence against Covey that heals his spirit and subdues Covey. Douglass does not explicitly state in his narrative that slaves should be violent. Yet he shows that violence is successful in creating change when other methods could not, and he describes his fight with Covey as “a glorious resurrection, from the tomb of slavery, to the heaven of freedom” (*Narrative* 1041). As a continuation of Douglass’s metaphor of violence in which his aunt’s beating is the “entrance to the hell of slavery” (*Narrative* 1010), this imagery makes sense. If violence is the door into slavery, it will have to be the door out as well.

Douglass’s fight with Covey teaches him the potential power of violence against the slaveholders. Ronald Takaki, author of “Violence in the Black Imagination: Essays and Documents,” states that the fight with Covey makes it clear to Douglass that “slave violence against the master class could have crucial psychological and political meaning for the wretched, for the oppressed” (18). Considering the benefits Douglass gains in using violence, it would be difficult to say Douglass feels any regret over his acts. In his recounting of his fight with Covey, the reader can find no shame or remorse, only satisfaction and triumph. Similarly, Douglass reveals with a hint of pride that, in his fights with the apprentices, he normally “succeeded very well; for [he] could whip the whole of them” (*Narrative* 1051).

Additionally, Douglass seems to approve of other people’s violence in response to slavery. He tells a story of how the New Bedford community dealt with a would-be betrayer of a fugitive slave. A meeting was called, and after the president of the meeting had opened in prayer, he announced to the members that the would-be betrayer was present and should be taken outside and killed. The betrayer escaped, but Douglass remarks somewhat cheerfully that he did not doubt “death would be the consequence” (*Narrative* 1061) should the circumstance happen again. Not only does Douglass recognize the inadequacy of nonviolent efforts to stop slavery and experience first-hand the power of violence in changing his own circumstances, he also favors others’ violence in fighting against slavery. In his book *Frederick Douglass: America’s Prophet*, D. H. Dilbeck recounts what Douglass wrote in a newspaper article after having assisted two fugitive slaves and the killer of their slaveholder: “I believe that the lines of eternal justice are sometimes so obliterated by a course of long continued oppression that it is necessary to revive them by deepening their traces with the blood of a tyrant” (82). Stated simply, violence is necessary to combat slavery.

Nevertheless, Douglass's view of violence as necessary does not mean he endorses any and all violence. In his article "Spilling Ink and Spilling Blood: Abolitionism, Violence, and Frederick Douglass's *My Bondage and My Freedom*," Eric A. Goldman explains that although "there [is] no doubt" Douglass understood the need for violence, Douglass emphasized that it should be "defensive violence" (293). All of Douglass's violent actions in his narrative are in self-defense. He does not initiate the fights; his fight with Covey is a result of being used "like a brute for six months" (*Narrative* 1040). But neither does Douglass have any qualms in ending the fights on his terms, and Covey is the one to let go first after "getting entirely the worst end of the bargain" (*Narrative* 1041). Douglass sees his self-defense as morally right, because Covey is morally wrong in being a slaveholder and in using violence. According to Dilbeck, "Frederick never doubted that in resisting Covey he had acted in a righteous manner, as the Lord required" (41). Indeed, because Douglass sees slavery as an abomination, he considers fighting against that evil an obligation—in his appendix he states it is his "duty to testify" (*Narrative* 1064) against the hypocritical religion of the slaveholders—and if violence is the way to fight slavery, so be it.

Although Douglass himself never acts violently without direct provocation, his speech "John Brown" in 1881 shows that he views protests against slavery as a form of self-defense. John Brown's raid on Harpers Ferry and the deaths he caused were condemned by many as going too far in the fight against slavery, and Brown was convicted and executed as a result. Douglass agrees that, taken out of context, the raid was "cold-blooded and atrocious" ("John Brown" 71). But one cannot take it out of context, for Brown's actions at Harpers Ferry were in reaction to the "merciless bondage of more than two hundred years" ("John Brown" 72). Douglass stresses countless examples of that "merciless bondage" throughout his *Narrative*: Demby being murdered (1018), a young girl beaten to death (1019), and sisters half-starved with their bodies mangled and scarred (1024), just to name a few. Recompense for the wrongs against the enslaved people was long overdue, and so while the deaths were regrettable, Brown had "at least beg[u]n the war that ended slavery" ("John Brown" 87). His violence is not only to be excused but perhaps also to be praised. Douglass's belief in the need for violence to end slavery can also be seen later in his insistence on black men enlisting in the Union army. Waldo E. Martin writes in his book *The Mind of Frederick Douglass* that Douglass urged the men to learn to use weapons "as a means to secure and defend their liberty... Violence in the defense of one's liberty and manhood... was completely justified" (168). In Douglass's eyes, slavery robbed man of his inalienable rights. Therefore, the end of slavery is a righteous endeavor that justifies the means needed to bring it about.

While it took several years after publication of his first autobiography for Douglass to become more candid about his beliefs in necessary violence, the beliefs he expresses in his later speeches and writings are not new. His narrative demonstrates that he had already recognized "the necessity of violence to destroy the institution of slavery" (Takaki 23). However implicitly stated in his narrative, Douglass understands that violence plays a crucial role in the slaveholders' ability to make and keep "good" slaves and in the slaves' ability to fight against their oppressors. Starting with the violence toward his aunt as his introduction to the full horrors of slavery, Douglass sees personally that neither basic human compassion nor religion will stop the evil of slavery and the violence against the enslaved people. On the other hand, Douglass's fight with Covey proves that responding to violence with violence has the power to change the psychological, if not physical,

circumstances of slaves: it can revive broken spirits and restore the sense of manhood that slavery destroys, giving the enslaved people new hope and determination for freedom. Douglass's violence is all in self-defense, and he certainly knows how wrong violence in the wrong circumstances can be. But his narrative conveys only pride and triumph in his own violence and in the violence of others who resist slavery. In a perfect world, problems would be solved through nonviolence, but Douglass's narrative presents the belief that—in a world where people can brutally abuse their fellow men and women, and an evil such as slavery can exist—using violence to overcome that evil is both justified and necessary.

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Characteristics of the Slave Narrative Genre in Harriet Jacobs's *Incidents in a Life of a Slave Girl*

Kseniia Petrova

Faculty sponsor: Dr. Kelly Walter Carney
Department of English and Writing

Slavery in the United States of America and its colonial predecessors lasted for almost two hundred and fifty years, from the first enslaved Africans brought to the colony of Virginia in 1619 to the constitutional abolition of slavery in 1865. Such a long period of slavery inevitably influenced literature written during that time. In fact, an entirely new genre arose during the era of slavery: the slave narrative. According to American literature professor Donna M. Campbell of Washington State University, slave narratives are “the stories of enslaved people recount[ing] the personal experiences of antebellum African Americans who had escaped from slavery and found their way to safety in the North” (Campbell par. 1). Slave narratives became one of the most controversial, but also one of the most influential genres in American literature. The usual purpose of such stories was to show the reality of the life of the slave in America and to convince people that slavery had to end. Harriet Jacobs was the first enslaved African-American woman to author her own narrative. Literature critic Armistead Lemon describes Jacobs’s narrative as “the most widely-read female antebellum slave narrative” (Lemon par. 3). Jacobs’s *Incidents in the Life of a Slave Girl* can be taken as an illuminating example of the slave narrative genre, revealing the characteristics of this literature, such as the structure and pattern of the story, and the literary and rhetorical devices used. Jacobs’s narrative conveys the most important aspects of the genre, enabling the reader to gain a clearer perspective on the lives of the enslaved.

Slave narratives emphasized the horrific impact slavery had on enslaved people. In their article on slave narratives, Allyson C. Criner and Steven E. Nash observe that “[slave] narrators [describe] slavery as a condition of extreme physical, intellectual, emotional, and spiritual deprivation” (Criner and Nash par. 2). A slave narrative gives an inside perspective on the struggles and misery of a slave’s life. Harriet Jacobs’s main focus in her *Incidents in the life of a Slave Girl* seems to be to depict everything her autobiographical protagonist, Linda, endures as a slave. As shown by Jacobs, slaves are not allowed to choose whom they marry. Linda has a lover, a free black man. They love each other, but Linda’s master, Dr. Flint, does not let them even think about marriage. He tells Linda, “If you must have a husband, you may take up with one of my slaves” (Jacobs 883). This incident shows enslaved people being deprived of the right to make vital decisions about their destiny.

Even their emotional lives do not belong to them. Despite the fact that Linda later finds a way to bypass her master's ruling, she pays a big moral price for her rebellion.

Literature professor Craig White suggests that a story written in the slave narrative genre has three stages in its structure: the initial, the transitional, and the climactic. The first stage presents the author's personal experience as a slave. The transitional stage involves a moment of crisis in the narrator's life, some kind of challenge that has a big impact on the person. The final stage is the climactic stage, which most often depicts a successful escape from the slave owner (White par. 5). Harriet Jacobs's *Incidents in the Life of a Slave Girl* includes all three traditional stages of slave narrative development. Linda, the first-person narrator, starts the story with the phrase "I was born a slave" (Jacobs 879). Such a beginning immediately gives the reader a perspective that frames all the subsequent events. It is an essential initial idea that extends throughout the text. The transitional or crisis stage in Jacobs's narrative is the moment when Linda makes the decision to become pregnant by Mr. Sands, a white man who likes her. Jacobs asks her "virtuous reader" not to judge her harshly because "the slave woman ought not to be judged by the same standards as others" (Jacobs 888). Linda knows that what she is doing is immoral, but this is the only strategy that enables her to protect herself from Dr. Flint's harassment and to save her future child from being sold. Finally, the climactic stage of Harriet Jacobs's narration is Linda's achievement of real freedom. Even though she has escaped her owner, Linda remains a hunted fugitive until she "[is] sold at last," when her friends pay Dr. Flint's relatives to stop chasing her; this is the moment when Linda begins a truly free life (Jacobs 898). The three stages of the slave narrative appear in *Incidents in the Life of a Slave Girl*, showing periods of Jacobs's life as a slave, from birth until freedom. It is a long journey with many obstacles, and only the strongest make it to the happy end.

In addition to structure, the genre of the slave narrative has a specific story pattern. Methodist University's Kelly Walter Carney, associate professor of English and co-director of Women's Studies, states that a slave narrative usually contains a depiction of events related to loss of innocence, phases of servitude, pursuit of education, acts of sexual abuse, and escape attempts (Walter Carney par. 4). The story pattern shows divisions that provide more details, breaking down the stages of the narrative. In the initial stage of Jacobs's story, a few events occur that are essential for Linda's character development. When introducing the protagonist, Jacobs stresses the time when Linda begins to learn about the world around her. For example, she discovers she is a slave only at the age of six, after both her parents die. Linda's pursuit of education commences with her first mistress, who is very kind to her and teaches her how to read. Linda says, "My mistress had taught me the precepts of God's Word," meaning that even her religious knowledge comes from her first owner (Jacobs 881). Linda's education in the initial stages is an essential foundation for the stage of crisis because, once taught to do the right thing, Linda is reluctant to commit immoral acts. Knowing her childhood circumstances and the little education she receives helps the reader better understand Linda's moral dilemma in the stage of crisis and transition.

Slave narratives are rich in rhetorical devices. Slave narrators often use concrete imagery to create memorable images in readers' minds. For instance, if the goal of a slave narrative is to depict the miserable life of enslaved African Americans, imagery is essential in portraying the mistreatment of the enslaved, the poor conditions in which they had to live, and all the rigorous labor imposed on them. Harriet Jacobs pays considerable



Harriet Ann Jacobs, 1 January 1894, at age 81. Photographer unknown. Public domain. https://commons.wikimedia.org/w/index.php?search=harriet+Ann+Jacobs&title=Special%3ASearch&go=Go&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:Harriet_Ann_Jacobs1894.png

attention to the small details. For example, when Linda is hiding from her master in a garret, she describes the place precisely: “The garret was only nine feet long and seven wide. The highest part was three feet high, and sloped down abruptly to the loose board floor” (Jacobs 892). This short description of a place where Linda spends seven years—as Caitlin O’Neill, a scholar in African Diaspora Studies at the University of Texas at Austin, comments—is “crucial to [Linda’s] activist’s beginning and is the site of her self-actualization” (O’Neill 56). Mention of the exact dimensions of the tiny room, where the woman has to spend the greater part of a decade, enables readers to visualize this garret and imagine the intensity of Linda’s desire to be free, given that she is willing to live in such darkness and constriction to avoid slavery’s worst abuses.

Apart from imagery, slave narratives often use satire or irony as one of the main rhetorical devices for story development. In her research on the rhetoric of slave narratives, Lynn A. Casmier-Paz, a professor in the English Department at the University of Central Florida, claims that Jacobs's identification in her title as a "slave girl" contradicts the wise voice of the narrator as she reports the events in the story (Casmier-Paz 107). Moreover, Casmier-Paz relates that most covers of early editions of the book depict an old woman, not a girl (107). Such contrast creates ironic contradiction that emphasizes how quickly enslaved girls had to grow up. When Jacobs describes how Linda goes to Dr. Flint to announce that she wants to marry a free black man, her words to the master sound like words of a mature woman who is ready to start a family and knows what she wants in life. This conversation happens in the fifth chapter of the narrative. However, in the tenth chapter, the reader learns that at this point Linda is "a poor slave girl, only fifteen years old" (Jacobs 887). This discrepancy creates dissonance in the mind of the reader—who is probably white and middle class—because Linda's age and her behavior are not congruent.

\$100 REWARD
WILL be given for the apprehension and delivery of my Servant Girl **HARRIET**. She is a light mulatto, 21 years of age, about 5 feet 4 inches high, of a thick and corpulent habit, having on her head a thick covering of black hair that curls naturally, but which can be easily combed straight. She speaks easily and fluently, and has an agreeable carriage and address. Being a good seamstress, she has been accustomed to dress well, has a variety of very fine clothes, made in the prevailing fashion, and will probably appear, if abroad, tricked out in gay and fashionable finery. As this girl absconded from the plantation of my son without any known cause or provocation, it is probable she designs to transport herself to the North.
 The above reward, with all reasonable charges, will be given for apprehending her, or securing her in any prison or jail within the U. States.
 All persons are hereby forewarned against harboring or entertaining her, or being in any way instrumental in her escape, under the most rigorous penalties of the law.
JAMES NORCOM.
 Edenton, N. C. June 20 1835

Copied from *Incidents in the Life of a Slave Girl* by Harriet Jacobs. The book states that the ad ran in the Norfolk, Virginia, *American Beacon* newspaper on July 4, 1835. Raleigh, NC: General Negative Collection, North Carolina State Archives.

The irony helps Jacobs convey that the demands of slavery forced girls to mature into womanhood too early.

Although Harriet Jacobs's *Incidents in the Life of a Slave Girl* falls under the umbrella of the slave narrative genre and conforms to most of its characteristics, Albert Tricomi, a professor of English at the State University of New York at Binghamton, argues that Jacobs's narrative has several unique qualities. Tricomi says that Jacobs's story "absorbs many features of the biographical and the fictional slave narrative" (620). For instance, despite being based on her real-life story, the book does not completely represent Jacobs's biography. Harriet Jacobs changes the names of every character in her story in order to protect the real people she talks about in the book. The author's substitution of names may make readers question whether all the events in the story are equivalent to what happened to Jacobs in reality. Yet, because the author follows most of the best traditions of the slave narrative genre and she herself is an ex-slave and a woman, her story is still trustworthy and reliable as a portrayal of slave life.

Another characteristic of Jacobs's writing that differs from other slave narratives is her use of language. Language, especially use of dialects, is an important part of a slave narrative because the characteristic speech pattern of the enslaved show their identity. However, Jacobs, as Tricomi notes, "represents herself and her family as speakers of Standard English" (625). Usually, authors of slave narratives stress how their speech differs from their masters' because of a lack of education. With her use of proper English, Jacobs could intend to show that Linda is educated in order to make her narrator more credible to her readers, who were predominantly white people. However, the author does use dialects and classical representation of "the black dialect" (Tricomi 625). In the eighteenth chapter, "Months of Peril," Jacobs includes a dialogue with Betty that is full of the traditional depiction of the slave language. Betty says, "Honey, now you is safe. Dem devils ain't coming to search *dis* house" (Jacobs ch. 8, par. 1). Despite not using dialects in portraying Linda's speech and that of her close relatives, Jacobs still follows the classic pattern of the slave narrative genre in which black dialect is a prominent part of the story.

Slave narratives are often divided into chapters or sections that have numbers or titles. Harriet Jacobs's narrative is typical in this respect. Maria Holmgren Troy, a professor of English and director of the Culture Studies group at Karlstad University in Sweden, suggests that "fragmentation reflects the fashion in which slave families are repeatedly broken up" (Troy 20). One reason that Linda does not realize for a long time that she is a slave is that she is not separated from her family. In the beginning, she says, her parents "lived together in a comfortable home ... [and] I never dreamed I was a piece of merchandise" (Jacobs 879). Linda's relatively happy childhood allows her to avoid the emotional trauma of family separation. However, later in life Linda, like Jacobs, does experience separation, first from her lover and later from her children. Jacobs's use of chapters reminds the reader of the rapid and sometimes tragic changes that slave owners imposed on the enslaved.

North Carolinian researchers Marcella Grendler, Andrew Leiter and Jill Sexton assert that "slave narratives were an important means of opening a dialogue between blacks and whites about slavery and freedom" (Grendler, Leiter and Sexton par. 3). The emergence of the slave narrative genre enabled the enslaved to express themselves, to show the reality they had lived in. Harriet Jacobs was one of the first female slave writers to tell her story to a large readership. Even though she did not always conform to all the expectations of the genre, her work is still one of the best examples of the slave narrative. Jacobs's use of irony, dialect, fragmentation and other literary devices commonly used in the genre of slave narrative help people even today understand the horrific human cost of slavery.

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Artists' Statements

Sierra Romero

Portrait of Mederius

I executed this portrait in oil paints on a 16" x 20" canvas.

The Bull of Courage

In creating this piece, my purpose was to combine "found objects" with aluminum wire.

Desolation

The objective for this piece was to emulate the work of Salvador Dali. I used aluminum wire, miscellaneous found objects and, for the base, a wooden board.

Shadows

My intention was to create a still life and accurately capture the color values. My materials were oil paints and a 16" x 24" canvas.

Karen Britton

Night at the Masque

I produced this piece in my second class using pastels; I felt more comfortable with the medium and allowed myself to be free in the process. This resulted in a hazy finish that I quite enjoy. I think it gives the work character. Details: 19" x 25" pastel and charcoal piece on felt gray Canson Mi-Tientes paper

Senses

This work is the product of my first time ever using pastels. I labored intensely over it and was never fully satisfied. I do love how the blue fabric imitates the sheen of silk to the point you can almost feel it; that's ultimately why I titled the piece "Senses." Details: 25" x 19" pastel and charcoal piece on felt gray Canson Mi-Tientes paper.



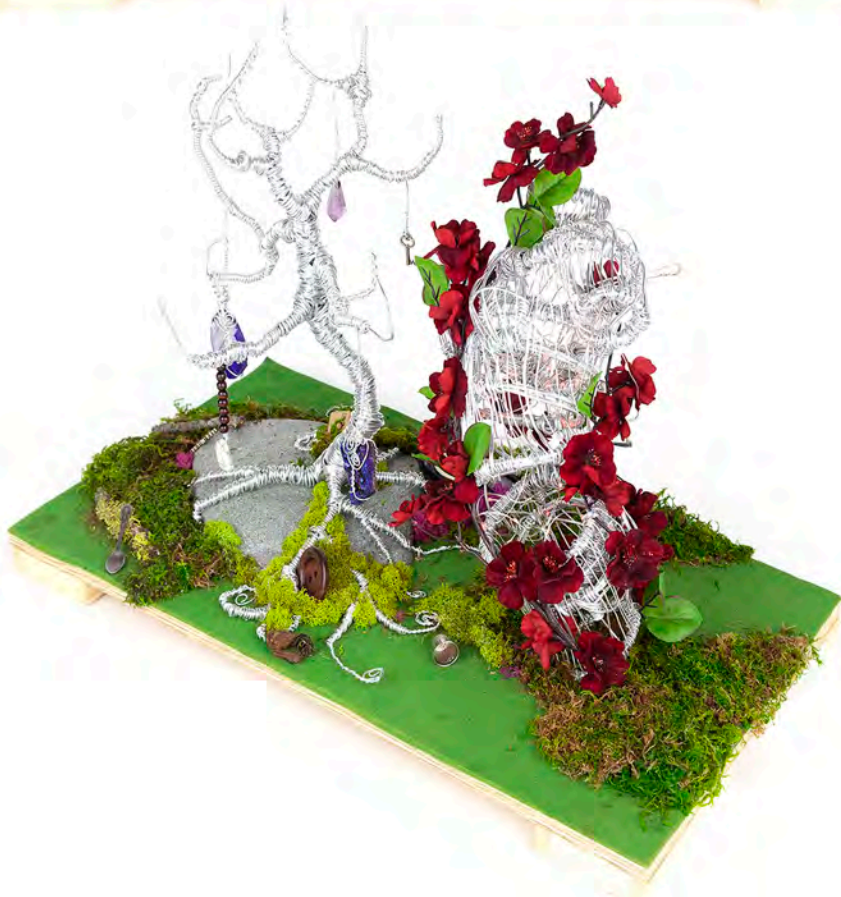
Sierra Romero

Portrait of Mederius



Sierra Romero

The Bull of Courage



Sierra Romero

Desolation



Sierra Romero

Shadows



Karen Britton

Night at the Marque



Senses

Karen Britton

Analysis of North Carolina Colonial Records: Perquimans Precinct Court

Cristina Gillard

Faculty Sponsor: Patrick O'Neil

Department of History

The Perquimans Precinct Court records for 1693 through 1705 reveal a few surprising trends in North Carolina history.¹ Court records of fifty-five families indicate that this far northeastern corner of North Carolina was settled only by small families with very few or no slaves. Families, indentured or free, often remained together. The majority of court cases involved small repayments of debts in cash or pork, payment in commodities being common during this time. Also, the court gave careful consideration to orphans. Perhaps the most surprising trend was the considerable autonomy possessed by women in the area.

Those wishing to settle in Perquimans County were granted “rites” or rights to tracts of land based on the number of persons in their household. Records from this twelve-year period reveal that most of the families settling in the area had only a few members. Edward Mayo’s family of thirteen persons was the largest recorded. Three of the persons are classified as unnamed negroes; the rest of the family is named. As his children are listed separately, the remaining named persons could be indentured servants bound to Edward Mayo.² The second largest family unit comprised ten persons; their record is listed as follows: “George Deere has proved his rights being Jeane Crittchell and John Dear and by Hannah Harrison, Edward Harrison, Hannah Harrison, Joseph Willimas Wm ffyan Hannah ffyan Mercy ffyan Elizabeth ffyan Lydia Harrison.”³ This trend is repeated throughout all of the court records when heads of household applied for their land. In what eventually became North Carolina, families and small farmers migrated and settled together, and were allowed to keep their family names. Joining together allowed the patriarchs to gain a larger piece of land. However, most families remained small with very few servants listed. This trend could explain why northeastern Carolina developed few

¹ In fact, the Carolina colony was not formally split into North Carolina and South Carolina colonies until several years after the records addressed here.

² Minutes of the Perquimans Precinct Court, February 5, 1694. *The Colonial and State Records of North Carolina*, 1:392-396. *Documenting the American South* (Chapel Hill: University Library, The University of North Carolina at Chapel Hill, 2004). <https://docsouth.unc.edu/csr/index.php/document/csr01-0202>.

³ Minutes, February 5, 1694, 1:395.

large plantations. Settlers could only plant what they could physically work themselves. Through the surveyed records, it appears the farms remained small and the families only raised what they wanted or needed, so they did not have a need for many slaves and servants.

Most of the families that settled in the Perquimans area only had one or two slaves or servants. Only two Indian boys are mentioned as part of an individual's family. The record of the largest number of families applying for land dates from February 1694. Seven families claimed nine persons in their household, while the average household of the fifty-five recorded families comprised only four or five persons, including servants, negroes, and hired hands. These are listed separately in the court records of those applying for "rits"—yet another spelling of *rights*—to land. Considering that settlers received land based on the number of members in their household, it is noteworthy that most of the families had so few children, hired servants, or enslaved persons. The relatively small households may be explained by the harsh living conditions: life near the Great Dismal Swamp was hard and isolated from any town, and disease and mosquitos may have caused many to avoid the area. It was also not ideal for large-scale farming.

According to one interesting record, "Daniel Hall proved two rits one for his transportation and one for his freedom"⁴; this record does not indicate if Daniel was a freed slave or an indentured servant. No other mention of Daniel's name was recorded. Several records from the same court document mention persons proving their "Rite for transportation into this County"⁵; however, nothing else is mentioned concerning freedom. The transportation rit could be the amount of years in service in exchange for transportation from another country or colony. Given the location near the Great Dismal Swamp, where according to newspaper articles of the time communities of slaves were known to have lived, men could have earned enough to purchase their freedom. One historian recounts that "[r]un-away Negroes have resided in these places for twelve, twenty, or thirty years and upwards, subsisting themselves in the swamp upon corn, hogs, and fowls, they raised on some of the spots not perpetually under water...; yet these have been perfectly impenetrable to any of the inhabitants of the country around."⁶ Regardless of his position before coming to Perquimans, Daniel was granted two rits. A rit, or rite, was a right to parcels of land, which could be bought, sold or given to someone else. The Perquimans area was apparently favorable to persons of all color being able to buy, sell, and trade. This was highly unusual for the time elsewhere in the colonies.

The Precinct Court heard mostly cases of small value, often under ten pounds or just a few shillings. Only one or two cases involved anything significant. Several of the cases involved pork, which must have been a highly valued meat. In January 1697, Samuel Pricklofe was paid with five pounds of pork.⁷ In January of 1699, a payment of two hundred and fifty pounds of pork was made to pay off a debt.⁸ "As much pork as will fill a

⁴ Minutes, April 11, 1698, 1:493.

⁵ Minutes, April 11, 1698.

⁶ Alan D. Watson, *African Americans in Early North Carolina: A Documentary History*, in series: *Colonial Records of North Carolina* (Raleigh: Offices of Archives and History, NC Department of Cultural Resources, 2005).

⁷ Minutes, January 11, 1697-January 13, 1697, 1:478-485.

⁸ Minutes, January 9, 1699-January 10, 1699, 1:520-522.



Price-Strother Map of North Carolina, 1808, detail showing Perquimans County with the Great Dismal Swamp to the north and Albemarle Sound to the south. *North Carolina Collection*, North Carolina State Archives, UNC Libraries. <https://dc.lib.unc.edu/cdm/singleitem/collection/ncmaps/id/1214/rec/4>

barrel” was given to another plaintiff.⁹ There are many records of pork payments rather than payments of money, as many inhabitants lived in small families and subsistence farming was the way of life. Also of note, currency at this time was not used in many transactions; many deals were arranged using commodities or a bartering system.

Provisions for orphans were also a concern of the court, which appointed guardians.¹⁰ If guardians were found mistreating their charges, they were brought before the court and charged, as in the case of Abraham Warren and two orphans in his care. He was accused of having imposed “immoderate Correction & deprived them of Competent Sustenance.”¹¹ The care and evident concern for the health and well-being of orphan children are a testament to the colonists’ religious sincerity and concern for all members of their community. Of the documents surveyed, several mentioned the care of orphans and who will take responsibility for them. These records also inform the reader of the high mortality rate in the area.

Women of Perquimans County appeared to benefit from many freedoms. According to the court documents, women owned property, servants, and businesses.

⁹ Minutes, January 9, 1705, 1:617-619.

¹⁰ Minutes, January 9, 1699-January 10, 1699, 1:520-522.

¹¹ Minutes, October 9, 1705-October 10, 1705, 1:624-627.

Women were allowed to bring lawsuits against men or women, as well as bring their own grievances before the courts. When a husband sold his property, his wife also had to agree to the sale. Several records indicate that women, as in the case of both Sarah Grey and Tabitha Haskett,¹² were the ones who owned property. Some women who filed lawsuits won in court, as in the case of Sarah Johnson, who received seven hundred pounds of tobacco in repayment.¹³ Over fifty-five women are mentioned specifically by name in the court records. Women played crucial roles in the colonial life of the Carolinas. The court actions and roles of women of the time reveal they were valued as more than property, had specific rights to legal recourse, and played an integral role in establishing and governing the community.

The most extreme case heard by the court was that of Juliana Lakar, who was suspected of killing Alexander, an Indian and her servant. The next court records reveal that Alexander the Indian was not killed but was asserting a grievance against Juliana Lakar. He claimed she did not perform her contract to grant his freedom after he fulfilled his twelve years of servitude.¹⁴ The court ruled in favor of Juliana Lakar and required Alexander to pay court fines and fees. The fact that the proceedings took place is surprising, as is the fact that Alexander was equipped to pay the fines levied against him. Life in Perquimans was very different than in other colonies. Women and Indians both had ways of earning money and of bringing grievances before the courts.

The courts did not always rule in favor of the women. In twelve years of court records, the only person recorded to have received a whipping was a woman, Ellinor Mearle. She confessed to committing fornication and adultery, and the court ordered “punishment by receiving Ten Stripes on her Back well laid on & pay Costs.”¹⁵ While women were afforded much liberty in owning property and bringing lawsuits, promiscuity was not tolerated. In a society where women were scarce and therefore more valued, the standards of behavior were higher as well.

According to the document headings, the Perquimans Precinct Court appears to have met yearly in various homes throughout the county. The records allow one to see what life might have been like. Many of the defendants were brought before the court for small debts; this is especially interesting considering the North Carolina Charter provision that granted debt forgiveness for those who chose to settle in the Carolinas. Perhaps many of the Perquimans cases were long-time creditors trying to gain their money back, or maybe the discharged debtors never learned how to manage their money and so returned to a life of debt. Women may have enjoyed more freedoms as wives because there were not enough women and therefore they were more valued, as evidenced by the harsher punishment received for crimes against marriage. The influence of Quakers could also have contributed to the value placed on women and the lack of large plantations with hundreds of slaves. The trends observed in the court records and proceedings allow the reader to identify with the struggles and victories of the families who settled in the Perquimans area.

¹² Minutes, January 9, 1705, 1:617-619.

¹³ Minutes, January 11, 1697-January 13, 1697, 1: 478-485.

¹⁴ Minutes, October 9, 1705-October 10, 1705, 1:624-627.

¹⁵ Minutes, October 9, 1705-October 10, 1705, 1:624-627.

The Renaissance Recorder: Resembling the Human Voice

Alexis Cohan

Faculty sponsor: Dr. Scott Marosek

Department of Music

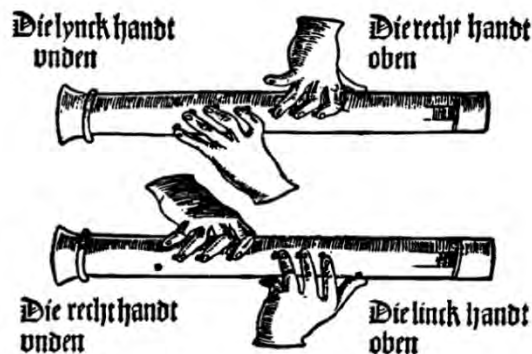
During the Renaissance, the voice was the instrument people wished they could master. The voice was highly regarded by the people of Renaissance Europe, especially those who were members of the church. This desire to imitate the human voice is what began the development of modern instruments. For example, the string instrument's ability to blend mimicked a choral sound, and the recorder mimicked the purity of a boy soprano. The recorder was used in the Renaissance primarily to emulate the human voice. This can be seen in a variety of ways, including fingerings, articulations, ornamentation and even repertoire of the time. Through the evolution of these musical characteristics in the Renaissance, recorder players gradually grew closer to achieving a sound that resembled the human voice. Renaissance musical treatises—including Sebastian Virdung's *Musica Getutscht*, Sylvester Ganassi's *Opera Intitulata Fontegara*, and Martin Agricola's *Musica Instrumentalis Deudsch*—provide numerous examples of efforts to make the recorder sound like the human voice.

The model of vocal music in the Renaissance was the motet. A motet is a piece of choral music, usually sacred, that is characteristically unaccompanied and polyphonic (music is considered polyphonic when two or more melodic lines are being played at the same time). People desired instruments that were strong in their mid and lower ranges, and those ranges did not need to cover more than about an octave and a half. Recorders sound an octave above the human voice after which they are named: soprano, alto, tenor, and bass. Instruments that most resembled the voice in tone quality were especially favored and given priority. For this reason, the recorder was considered to be one of the leading instruments of the period. Instruments, including the recorder, were so closely related to the singing voice that they were considered able to take its place. Each group of instruments developed variants that included at least a descant (an independent treble melody sung or played above the original melody), treble, tenor and bass member, each of which was capable of replacing the corresponding human voice. This development began

toward the end of the 15th century. Since the recorder was made in various pitches, this instrument worked well with this particular development.¹

The fingerings that correspond with these ranges evolved during the Renaissance. The first fingering chart for recorder came from Sebastian Virdung in his musical treatise *Musica Getutscht*, published in 1511.² This treatise was written in a manner that allowed any level of musician, from no experience to years of experience, to understand the material through an easy question-and-answer format. The novel presentation differed from other musical treatises and enabled someone with no musical experience to understand the material. Hand placement played a big part in how an instrumentalist fingered certain notes in order to create the best intonation to emulate the human voice. During this time, hand placement on the recorder was up to the instrumentalist; either hand could serve as the bottom hand. Virdung emphasized that the two holes at the bottom of the recorder facilitated either hand placement. The hole that was not being used was plugged with wax. He showed the placement of the musician's fingers according to their preferred hand placement in Figure 1.³

Figure 1:



Virdung organized his fingering charts by the size of the recorder. This organization is helpful because one of the difficulties posed by Virdung's woodcut illustrations was that they offer no hint of scale or proportion to identify the different recorders.⁴ Figure 2 is a modernized fingering chart showing his version of fingering the first octave of a tenor recorder; dark circles are closed, light circles are open, and circles with a line through them are partially closed.

Although recorders sound an octave higher than written, the pitch given in Virdung's fingering chart corresponded exactly to that of the other instruments. Virdung's original fingering chart was far more complex than the modernized version given in Figure 2 and included symbols that indicate specifications in fingering, for example, when the

¹ Stanley Sadie and John Tyrrell, "Recorder: Bibliography," *The New Grove Dictionary of Music and Musicians*, 2nd ed., vol. 21 (Oxford University Press, 2004).

² Sebastian Virdung, *Musica Getutscht*, Venice, 1511, 1-288.

³ *Ibid.*, 170.

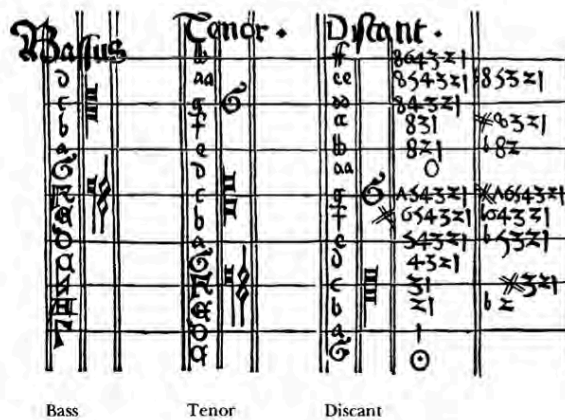
⁴ Horace Fitzpatrick, "The Medieval Recorder," *Early Music* 3.4 (1975): 361.

Figure 2:

Note →	C	D	E ^b	E	F	F	G	A ^b	A	B ^b	B
Thumb	•	•	•	•	•	•	•	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	○	○	•	○
4	•	•	•	•	•	•	○	•	○	○	○
5	•	•	•	•	•	○	○	○	○	○	○
6	•	•	○	○	○	○	○	○	○	○	○
7	•	○	•	○	○	○	○	○	○	○	○

player should raise the third and first fingers, but keep the second finger down. Charting how to finger notes on the recorder was quite complex in Renaissance Europe, and fingering symbols had to be explained in musical treatises so that musicians knew how to play the instrument. Figure 3 shows Virdung’s original fingering chart.⁵

Figure 3:



Sylvester Ganassi’s fingering chart, which differed from Virdung’s, was included in his *Opera Intitulata Fontegara*, published in 1535.⁶ Ganassi’s fingerings aimed to achieve the best intonation of the notes.⁷ Figure 4 shows a modern version of Ganassi’s fingering chart. These fingerings are also for the first octave of a tenor recorder.⁸ The Eb, F#, and Ab differ from Virdung’s fingering chart. Ganassi acknowledged that, by covering holes or slightly changing the bottom half of the fingering (also known as shading), the player could produce a better intonation. This improved intonation was beneficial to instrumentalists

⁵ Virdung, 179.

⁶ Sylvestro Ganassi, *Opera Intitulata Fontegara*, Venice, 1535, 158.

⁷ Margaret A. Nosek, “The Recorder in the Sixteenth and Early Seventeenth Centuries—Part 1,” *Bach* 3.3 (1974): 31.

⁸ Bolton, Philippe. *Philippe Bolton, Recorder Maker*. <http://www.flute-abec.com/tablistocomparatifgb.html#ganassi>.

because it pushed them one step closer to emulating the human voice. Ganassi believed that true recorder playing involved “imitation,” “dexterity,” and “elegance.” He, like Agricola and Virdung, believed that the purpose of the recorder player was to imitate all the dynamics and articulation of the human voice.⁹

Figure 4:

Note →	C	D	E ^b	E	F	F [#]	G	A ^b	A	B ^b	B
Thumb	•	•	•	•	•	•	•	•	•	•	•
1	•	•	•	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•	•	○	○
3	•	•	•	•	•	•	•	○	○	•	○
4	•	•	•	•	•	○	○	•	○	○	○
5	•	•	•	•	○	•	•	○	○	○	○
6	•	•	○	○	•	•	○	○	○	○	○
7	•	○	○	○	○	•	○	○	○	○	○

Ganassi also revealed that one could produce seven extra notes above the previously recognized thirteen notes.¹⁰ With the charts in Figure 5, Ganassi showed the seven extra notes that Virdung had not included in his fingering chart.¹¹

Figure 5:

Ganassi's Seven Extra Notes from *Opera intitulata Fontegara*
(Venice, 1535)

⁹ Noseck, 30.

¹⁰ Noseck, 31.

¹¹ Ganassi.

Martin Agricola's fingering chart correlated his fingering notation to that of vocal notation and allowed recorder players to emulate the human voice more effectively than they could with Ganassi's or Virdung's fingering charts. Although his text *Musica Instrumentalis Deusch* was published in 1529, it is likely that Agricola based his fingering chart on vocal notation both because he believed the recorder should emulate the voice and because some of the earliest music for recorder was thought to be vocal music that had been transcribed for the purpose.¹² Agricola thought that wind instrumentalists should simply read vocal music rather than music notated specifically for their instrument.¹³ Like Virdung, who considered singing to be the only useful foundation for instruction in recorder playing,¹⁴ Agricola said that any learner who could not sing would not master the recorder.

Agricola also stated in his *Musica Instrumentalis Deusch* that the musician had the choice of which hand to serve as the bottom hand. Like Virdung, he told the player to plug up the unused hole at the bottom of the recorder with wax (seen in Figure 6).¹⁵ He also labeled the finger holes from bottom to top (seen in Figure 7).¹⁶

Figure 6:

8 3 2 1	c	fa	i	d	8 5 4 3 2 1	fol
8 3 1	b	fa	i	h	8 4 3 1	fa
8 7 1	G	fa	i	a	8 3 2 1	ma
				G	8 2 1	ve
				G	○ all auf	fol
6 4 3 2 1	D	fa	i	E	7 7 4 3 2 1	fa
7 3 2 1	G	fa	i	D	6 5 4 3 2 1	mi
				D	7 4 3 2 1	ve
				C	4 3 2 1	fa
3 1	B	fa	i	H	3 2 1	mi
2	G	fa	i	A	2 1	re
8	F	fa	i	F	1	fol
				F	● all zu	fa
				E	3 2 1	ma
				D	2 1	re
				C	1	fol
				B	● all zu	fa

Der Tromp hörter zu.

Bassus

Der Bass ten zu yn die treffe.

Das mehr lich.

The transcribed pieces for recorder have since been lost. However, imitation of vocal styles is seen in music that was written for recorder later in the Renaissance.¹⁷ One example, edited by Nicolas Sanserlat and published by Jacques Moderne in about 1550, is

¹² Sadie and Tyrrell, 46.

¹³ Martin Agricola, *Musica Instrumentalis Deusch*, Wittenberg: Georg Rhaw, 1529, 1-194.

¹⁴ Virdung, 161.

¹⁵ Agricola, 9.

¹⁶ Ibid.

¹⁷ Sadie and Tyrrell, 47.

Musique de Joye, a polyphonic recorder quartet for soprano, alto, tenor, and bass recorders.¹⁸ This piece's imitation of vocal style, using the same four parts as for the human voice, is evident in figure 8 from the very beginning of the piece. Like Virdung, *Musique de Joye*'s editor gave the fundamental notes of the different recorders as f, c' and g', calling the middle instrument the tenor-treble recorder.¹⁹

Figure 7:



Figure 8:



Musicians who played the recorder often performed in groups, known as copples. Agricola made no mention of music making by mixed groups of instruments, nor did Ganassi's recorder method. This does not mean that instruments did not play in combination with voices as well as with one another. In 1519, Arnt von Aich published a songbook in which was stated, "In this little book are fine songs to be bravely sung by soprano, alto, bass and tenor voices. Some of them may also be played on recorders or fifes and other musical instruments."²⁰ Nearly all the printed music of this period began with this invitation. Music became more complex since the songs could now be sung and accompanied by instruments.²¹ Performances did not have to rely purely on vocalists or on instrumentalists. In a piece for several parts, it was possible to double parts on voice and

¹⁸ Nicolas Sansarlat, ed. *Musique de Joye*, Lyon: Jacques Moderne, n.d. (c.a. 1550). http://ks.imslp.net/files/imglnks/usimg/1/13/IMSLP164351-PM1P119657-Dances_musicales.pdf. The complete score can be found on IMSLP.

¹⁹ Ibid.

²⁰ Hildemarie Peter and Robert Lienau, *The Recorder: Its Traditions and Its Tasks*, Berlin-Lichterfelde: Robert Lienau, 1953, 41.

²¹ Nicolas S. Lander, "Repertoire," *Recorder Home Page*, 2018. 1 December 2018. <http://www.recorderhomepage.net/repertoire/>

instruments. This was such a common practice that Arnt von Aich gave specific directions to clarify that some compositions were specifically intended for instrumental performance.²² During this period, the choice of instruments was left to the discretion of the performers and depended to a large extent on which singers and players happened to be available.²³

Recorder players and instructors also developed ornamentation and tonguing techniques during the Renaissance. The treatises described in detail the method of sounding the recorder with different tonguing techniques, important to produce a wholesome tone. Clarity in the production of successive notes, or articulation, was also important to recorder players because the instrument is incapable of producing a broad dynamic range. Ganassi emphasized articulation in *Opera Intitulata Fontegara*. Tongued syllables engage the hard palate for /t/, /d/, and /l/ sounds, and the soft palate for /k/ and /g/ sounds. The throat produces sounds such as the French guttural r (/ʀ/). Ganassi listed three main types of syllables: /teke/ (hard), /tere/ (medium) and /lere/ (soft).²⁴ In connection with his three basic forms of articulation, Ganassi gave detailed instructions for practicing the various tonguings, differentiating between the main and the secondary syllables, which he called /dritta e riversa/. Tonguing for the /dritta/ produced the syllables more harshly, and tonguing for the /riversa/ produced them more smoothly. The first two forms /te ke/ and /te re/ each consists of a /dritta e riversa/, whereas in the third form (le re) both syllables are /riversa/. The /dritta/ is always connected with an impulse of the tongue and is therefore called /lingua di testa/. The /riversa/ syllable /ke/, on the other hand, is a /lingua de gorza/. For practice, Ganassi recommended taking first the percussive consonants singly (/t t t t/ or /d d d d/) and so on, then adding each of the vowels (/ta te ti/ to /tu, ka ke ki ku/) and so on, finally combining them with the initial consonant of the /riversa/ syllable (/tar, ter, tir, tor, tur;/ /dar, der, dir, dor, dur;/ /kar, ker, kir, kor, kur;/ /lar, ler, lir, lor, lur/) and so on.²⁵ Ganassi's method for proper articulation on the recorder showed another relation the recorder has to singing through the comparison of proper vowel placements and proper articulation.

In contrast, Agricola advocated using t̄ü and r̄ü as the main articulations. He mentioned in his work that the most common articulation is t̄ü, which is used almost universally for whole notes, half notes, and quarter notes, and for most eighth notes, whether the notes are skipping or on the same line. T̄ü and r̄ü are used alternately when the notes rise or fall diatonically ("any stepwise arrangement of seven 'natural' pitches (scale degrees) forming an octave without altering the established pattern of a key or mode"²⁶). Another articulation that Agricola advocated was /diri diri de/. He put the /di/ on the strong part of the beat and /ri/ on the weak. For quick embellishments, he suggested using /telelelele/. He also preferred the softer articulation found in the /d/ sound.²⁷ Agricola and Ganassi had some difference of opinion when it came to articulations, more than likely because they spoke different native languages. Ganassi's Italian and Agricola's German

²² Ibid.

²³ Peter and Lienau, 53.

²⁴ Noseck, 32.

²⁵ Ganassi.

²⁶ "Diatonic," *Encyclopedia Britannica* (Encyclopedia Britannica, Inc., 2017).

<http://www.brittanica.com/art/diatonic> .

²⁷ Agricola, 11.

yielded different pronunciations of words and caused the difference in their descriptions of articulation. Renaissance recorder players' articulation skills helped gain a sound that resembled the human voice. Heavily articulated words in a vocal piece can give the piece a different emotion. Likewise, hard and soft articulation techniques help the recorder player project a range of emotions.

Earlier in the Renaissance, recorder players read off vocal music when they accompanied a vocalist. Eventually, composers like Monteverdi started composing music for the recorder that was separate from vocal music. Unfortunately for the musicians, music in the Renaissance was characterized by the lack of any direct instructions for instrumentation. Due to this lack of instruction, ornamentation became an important technique for musicians. Ornamentation enabled instrumentalists to make a piece sound more interesting and to emulate the voice through musical liberties. A vocal piece is not meant to sound concrete and inflexible, but to flow from one phrase to another. Recorder players were able to achieve this flow using ornamentation, rather than producing the limited sound of arpeggios of chords. Ornamentation had some rules. In *Opera Intitulata Fontegara*, Ganassi said, "[R]emember that every division must begin and end with the same note as the unornamented ground. [S]o doing, it will be a tastefully constructed ornament."²⁸ No matter the circumstance, it was imperative that the instrumentalist begin and end on the note that was written, but otherwise the musician was free to add ornamentation between those two notes. Ganassi produced dozens of examples of his interpretation of ornamentation, but one example is "Regola Prima," in which he uses ascending and descending seconds, thirds, fourths, and fifths to add ornamentations. Figure 9 shows the unison and the ornamented versions with the ascending seconds and ascending thirds.²⁹ Ganassi gave definite rules for the application of these embellishments to a composition. The embellishments go beat by beat and mainly from whole note to whole note.

Figure 9:

The figure displays three staves of musical notation in a single system, all in a 4/4 time signature. The top staff is labeled 'unison' and contains six measures of music with notes G, A, B, C, D, E, F, G. Above the first two notes of each measure are labels: 1a, 1b, 1c, 1d, 1e, 1f. The middle staff is labeled 'ascending 2nds' and shows the same six measures with a second note added in each measure, creating a pattern of eighth notes. The bottom staff is labeled 'ascending 3rds' and shows the same six measures with a third note added in each measure, creating a pattern of eighth notes. Labels +3a through +3f are placed above the first two notes of each measure in this staff.

The intervals of Figure 9 are named according to the interval established by the first two half notes in each example. A new melodic pattern is created to fill the two beats in the next measure before the next half note. The new pattern does not necessarily follow the outline of the melodic unit that was given in the unison example. However, both of the examples end on the correct notes according to the interval that was substituted for the unison melodic pattern.

²⁸ Ganassi.

²⁹ William F. Long, *Introduction to Embellishment of Renaissance Music*, 2003, A1. https://drdrbill.com/downloads/music/embellishment/Renaissance_Embellishment.pdf

When instruments were introduced in the Renaissance, the timbre of the voice was still so popular that people wanted instruments to emulate the voice. Instruments that most resembled the voice in tone quality were especially favored and given priority. For this reason, the recorder was one of the leading instruments of the period. Instruments like the recorder were so closely related to the singing voice that they were considered able to take its place. The similarity was enhanced in a variety of ways, including fingerings, articulations, ornamentation and even repertoire of the time. Many examples can be found in Renaissance musical treatises, including those by Sebastian Virdung, Sylvester Ganassi, and Martin Agricola. Virdung explained the recorder in his musical treatise *Musica Getutscht*. He established a fingering chart for the recorder that stood as a basis for the new and improved fingering charts by Agricola and Ganassi. Although *Musica Getutscht* is not solely based on the recorder, Virdung expressed the importance of singing ability to the mastery of the recorder. His was the first treatise to put the recorder and the voice in the same context. Agricola and Ganassi elaborated on the importance of articulations and ornamentation in their musical treatises *Musica Instrumentalis Deudsch* and *Opera Intitulata Fontegara*, respectively. These men also improved the fingering chart for the recorder to produce a better tone from the instrument. The explanations of fingerings, articulations, and ornamentation in the musical treatises of Virdung, Ganassi, and Agricola reveal that emulating the voice was an important part of the recorder's role in the Renaissance.

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Artists' Statements

Mary Sue Parker

Untitled II

This piece is intended to almost have an Op-Art feel, along with a mesmerizing flow, but is ultimately up to the viewer's interpretation.

Untitled Cubism I

This is my personal take on cubism. The idea is that the geometric shapes are pieces of glass resting atop an image. Those "glass" pieces slightly distort the viewer's perception of the underlying image.

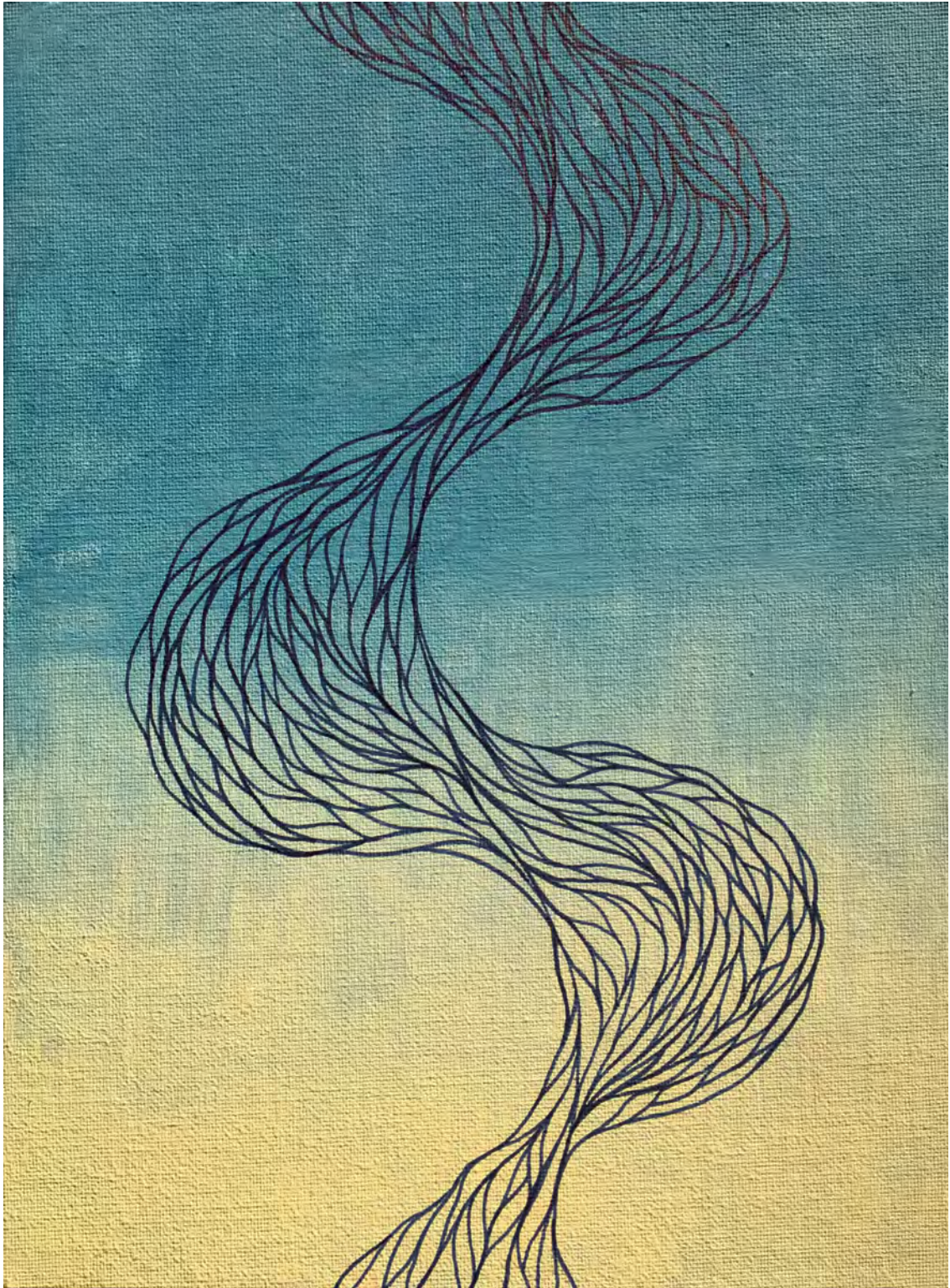
Heather Miller

Warrior Blues

This still life painting in oils pays homage to those who fight PTSD on life's battlefield. Battle-hardened soldiers often ignore inner battles, which can lead to cascading depression and sometimes death. The fabric's folds symbolize the highs and lows, while the white paper is the clean slate that is given to all daily as God, through Christ Jesus, offers His grace and mercy anew every day. Details: oil on canvas, 20" x 16", 2018.

Image Bearer

The title of this oil painting derives from Genesis 1:27 and the idea that humanity bears many of the qualities or facets of God. The biblical verse also indicates the source of our creativity. The painting's background is simple, allowing for the complexity of the figure to be the focal point. The hues were exaggerated on the live model to accentuate how the eye can see beyond any lens or digital media. Details: oil on canvas, 24" x 18", 2018.



Mary Sue Parker

Untitled II



Mary Sue Parker

Untitled Cubism I



Heather Miller

Warrior Blues



Heather Miller

Image Bearer

The Audit Approval of Facebook's Privacy Practices: Millions of Users' Privacy Unprotected

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Reeves School of Business

The continuous growth of social media has led to the need for thorough audits of companies' privacy practices in order to keep users' information safe. Several companies recently have gained negative publicity for their inadequate privacy practices, including Google, Apple, Sony, and Facebook. The Cambridge Analytica scandal brought the audit of Facebook's privacy practices under scrutiny by the Federal Trade Commission and millions of affected users. Facebook had its privacy practices audited by PricewaterhouseCoopers from February 2015 to February 2017, but shortly after the audit, it was uncovered that Cambridge Analytica had used millions of Facebook users' information in the 2016 presidential election campaigns. Cambridge Analytica obtained information on users and their friends through a personality quiz app developed by Aleksandr Kogan, a professor at Cambridge University. Facebook users did not clearly consent to the way Cambridge Analytica used their personal information to tailor specific political advertisements to best fit them based on their personality traits. The earlier audit approval of Facebook's privacy practices by PricewaterhouseCoopers left millions of users' information exposed to third parties without their knowledge or agreement.

Privacy audits are used to help ensure a company's or organization's compliance with federal privacy requirements and to improve their own privacy policies. Certified Public Account (CPA) firms perform several different types of audits, including some unrelated to financial and tax accounting. Many large companies have internal auditors to monitor compliance with federal laws, but audits by outside CPA firms are required by law for public companies. Privacy audits include several procedures relating to security safeguards, third-party management, breach management, and the flow of personal and sensitive information (Cooke, 2018, par.14).

Facebook's privacy practices were brought under examination before the Cambridge Analytica scandal occurred in December 2015. In 2011, the Federal Trade Commission found Facebook at fault for not protecting the privacy of its users. The original investigation into Facebook's privacy practices originated when users' private information became public without warning or approval in December 2009 ("Facebook settles FTC," 2011, par 5). Due to Facebook's failure to protect user information, the Federal Trade Commission required "several periodic reviews of Facebook's compliance

with a 2011 federal consent decree, which required Facebook to take wide-ranging steps to prevent the abuse of users' information and to inform them how it was being shared with other companies" (Confessore, 2018, par. 2, quoting the FTC ruling). In order for Facebook to comply with the consent decree, it was required to have outside audits performed every two years.

The audit of Facebook's privacy practices was performed by the accounting firm PricewaterhouseCoopers. The audit was to be used to diminish the uncertainty around Facebook's privacy protections of users. PricewaterhouseCoopers asserted to the Federal Trade Commission that "Facebook's privacy controls were operating with sufficient effectiveness to provide reasonable assurance to protect the privacy" of its users (Confessore, 2018, par. 3, quoting PricewaterhouseCoopers).

After the Cambridge Analytica scandal, PricewaterhouseCoopers faced injury to its reputation because it had made an assertion—that Facebook's privacy practices were sufficient in protecting users' privacy—that proved to be dramatically false. The engagement risk of performing the audit of Facebook's privacy practices was already heightened due to Facebook's previous history of failing to protect users' information. PricewaterhouseCoopers faced potential financial losses and a damaged reputation due to the unfavorable publicity about the incorrect audit.

Cambridge Analytica was working directly with Donald Trump's 2016 election campaign, and it was being funded by wealthy supporters of the Republican Party. Early in the election campaign, Trump's organization hired Cambridge Analytica to determine the personalities of voters in order to create advertisements to influence their upcoming votes. Facebook had previously allowed Cambridge Analytica to administer surveys to Facebook users for perceived academic purposes with users' consent. Despite the evidence of data misuse by Cambridge Analytica, it originally denied the allegations, but shortly after, the company revealed to *The New York Times* that it "acknowledged that [Cambridge Analytica] had acquired the data, though [it] blamed Dr. Kogan for violating Facebook's rules and said it had deleted the information as soon as it learned of the problem two years ago" (Granville, 2018, par. 14). Facebook validated that the data was deleted after examination by an outside digital forensics firm.

The scandal brought new information that Cambridge Analytica had used several different aspects of users' data for political purposes. Individuals at the *New York Times* were able to view a portion of the data collected by Cambridge Analytica, which extended to the "details on users' identities, friend networks, and 'likes'" (Granville, 2018, par. 5). Facebook users did not consent to the use of their private information for the upcoming political campaigns; rather, they consented to the use of their data for academic purposes. Despite the consent, Facebook has rules prohibiting data from being "sold or transferred 'to any ad network, data broker or other advertising or monetization-related service'" (Granville, 2018, par. 12). Therefore, Cambridge Analytica's actions were not considered a scam or data breach, since users had consented to use of their data for academic purposes.

When Facebook originally became aware of the misuse of user data by Cambridge Analytica in December 2015, it failed to notify the millions of affected users. After the original issues of privacy practices, Facebook reviewed its current security of users' information. Since 2011, Facebook has, after reviewing its privacy controls and participating in the required audits, verified "that the technical, physical, and administrative security controls designed to protect covered information from unauthorized access ...

[were] functioning properly” (“Audit cleared Facebook,” 2018, par. 5). After Facebook released this statement on privacy practices, the Cambridge Analytica scandal proved that Facebook was not adequately protecting users’ information. Since the Cambridge Analytica scandal became public in March 2018, the Federal Trade Commission and Facebook have initiated additional investigations. The Federal Trade Commission immediately began an examination into whether the users’ information leak infringed on Facebook’s consent decree.

After the Cambridge Analytica scandal became public, Facebook’s CEO Mark Zuckerberg issued a public apology along with making his first appearance in front of the United States Congress in April 2018. Zuckerberg took responsibility for the data leak, but he clarified that Facebook does not sell data to third parties or advertisers. Lawmakers are attempting to find solutions for better regulation of social networking sites and the storage and use of data. Despite the need for better regulation, lawmakers are divided on how strict the rules should be for social networking sites. Despite the lack of legislative consensus, Facebook was warned that Congress would become more actively involved in Facebook’s privacy controls if it is unable to improve the security of user data.



Harnik, A. [photographer]. (April 10, 2018). Mark Zuckerberg testifies before Congress. *Variety*. <https://variety.com/2018/digital/news/zuckerberg-congress-testimony-1202749461>

Facebook took action by investigating thousands of apps for possible misuse of users’ information. So far, about 200 apps have been suspended due to their ability to gain access to large amounts of Facebook user data before Facebook launched stricter rules for third-party apps. The company is determining the suspension of apps, noting that “internal and external experts will conduct interviews and lead on-site inspections of certain apps during its ongoing audit” and that “any app that refuses to cooperate or failed the audit would be banned from the site” (Harwell & Romm, 2018, par. 5). Also, Facebook is

actively investigating a personality quiz app, myPersonality, which was deleted. This app was created by Dr. Kogan but was being used for academic purposes by the University of Cambridge. Investigators are using this app to further gather evidence into the privacy leaks of Facebook users' information. Several claims state that the data was insecure due to "found login credentials for the app's database available online" (Harwell & Romm, 2018, par. 7). With new privacy rules and investigations into apps, Facebook is actively trying to correct the flaws and errors in its privacy practices and controls.

Outside the United States, European governments are taking active precautions in the wake of the Cambridge Analytica scandal. The European Union issued hefty fines against Facebook after the misuse of users' information. European lawmakers are urging Facebook to cooperate in audits, by a cybersecurity company, of its privacy and protection controls for user information. The European Union wants a cybersecurity company to perform the audits of Facebook's privacy practices to help regain the trust of European citizens that they are protected on social media websites. The chairman of the European Union parliamentary committee stated, "Not only have Facebook's policies and actions potentially jeopardized citizens' personal data, but then they have also had an impact on electoral outcomes and on the trust citizens pose in digital solutions and platforms" ("European Union To Demand Facebook Audit," 2018, par. 5). Between the United States and the European Union, the Cambridge Analytica scandal has received the attention of many lawmakers.

Facebook has been in the forefront of the news for failing to protect users' privacy and information. The data regarding the personalities of users helped the Trump presidential campaign gain valuable information to use in the 2016 election. After auditing Facebook's privacy practices, PricewaterhouseCoopers provided reasonable assurance of adequate privacy controls, but the audit failed to identify Cambridge Analytica's misuse of user information. Since the Cambridge Analytica scandal, the United States and the European Union have forced Facebook to undergo several investigations into its privacy practices to verify that its security controls are sufficiently protecting users' information. Privacy auditors need to be better equipped to conduct thorough investigations into firms that pose a heightened engagement risk, like Facebook, in order to uncover the neglect of privacy controls, such as that which allowed Cambridge Analytica to misuse user data.

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Understanding Volunteer Motivations: Recruiting and Retaining Youth and Young Adults

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Abstract

This research analysis examines individuals' motivations to participate in volunteerism and identifies which motivations are linked to youth and young adults' participation. An understanding of youth and young adults' motives for volunteering can yield effective strategies for recruitment and retention to increase volunteer rates in the United States. There are three major elements of this research analysis. *First*, a brief account of the current trend of volunteerism in America includes the most recent statistical data proving youth and young adults volunteer the least and older adults volunteer the most. *Second*, the author details how functional theory both explains volunteer motives and birthed the tool used to measure and assess an individual's volunteer habits. Each of the six motivational functions for volunteering are described: values, understanding, social, career, protective, and enhancement. The research reveals that individuals are most likely to have multiple motives influencing their level of volunteerism and community involvement. Career and values motives rank highest among youth and young adults. And *third*, the author asserts that the most successful and satisfying volunteer experience occurs when both the participant volunteer and the recipient benefit from the volunteer's service. Further discussion includes suggestions to successfully recruit and retain youth and young adults in volunteerism by creating opportunities that embrace and meet the six motivational functions tailored to a younger population. This analysis serves as a preliminary body of work that the author will extend at the graduate research level.

Introduction

In 2015, 62.6 million Americans age 16 and over volunteered; they contributed 7.9 billion hours of service, and their service was valued at \$184 billion. Of the 90% of Americans who wanted to volunteer, only 24.9% participated in volunteer activities (Corporation for National & Community Service, 2018; Yotoloulos, n.d). Volunteer activities include any activity done without pay with the purpose of helping someone else; another person, group, or organization benefits (Guntert, Srubel, Kals, & Wehner, 2016; Cornelis, Van Hiel, & De Cremer, 2013). The most recent statistical data from the Bureau of Labor Statistics (2016), covering the year September 2014 to September 2015, found that youth and young adults volunteered the least: ages 16-24 at 21.8 % and ages 25-34 at 22.3%. Older adults, ages 35-44 and 45-54, volunteered the most, at 28.9% and 28%, respectively.

Community organizations, the communities they serve, and society at large—all stand to benefit from volunteerism (Bastein, 2015; Stukas, Hoye, Nicholson, Brown, & Aisbett, 2016). According to Stukas, Hoye, Nicholson, Brown, and Aisbett (2016):

Volunteers secure career and esteem benefits, recipients obtain much-needed services, organizations work more effectively within limited budgets, and communities develop social capital. Thus, the promotion of volunteering is often a feature of national and local government policymaking. However, recruitment of volunteers represents a continuing challenge facing non-profit organizations, especially in episodic volunteerism and a decrease in steady weekly contributions of time and effort. (pp. 112-113)

The importance of volunteering has been emphasized and encouraged by recent U.S. presidents through the creation of programs, public speeches, and policy implementation. In 2009, the Edward M. Kennedy Serve America Act was passed into law to increase and support initiatives for service and volunteering, with a special emphasis on volunteering and service among young people (Nesbit & Brudney, 2010). Most research focuses on reasons people *do not* volunteer. In the present analysis, the author investigated reasons people *do* volunteer, with the intent to identify specific reasons for youth and young adults' participation in volunteerism. With such insight, suggestions can be crafted and initiatives can be developed to increase participation rates of youth and young adults based on what motivates them to volunteer instead of what does not (Stukas, Snyder, & Clary, 2016).

Numerous factors affect people's level of volunteerism; however, motivation is one of the most studied variables (Chacon, Gutierrez, Sauto, Vecina, & Perez, 2017; Guntert et al., 2016). While many theories and explanations examine volunteer motives, only the functional analysis framework is considered here because it birthed the most widely used instrument, recognized as the standard, to assess volunteer motivation: the Volunteer Functions Inventory (VFI) (Chacon et al., 2017; Gage & Thapa, 2012). This analysis provides an introduction and dissection of the six functions served by volunteering according to functional theory: values, understanding, social, career, enhancement, and protective (Chacon et al., 2017; Guntert et al., 2016; Cornelis et al., 2013). The findings reveal that individuals are most likely to have multiple motives influencing their level of volunteerism and community involvement. Career and values motives rank highest among youth and young adults. The author's premises are that volunteer opportunities should be created that embrace the six motivational functions and that those opportunities should be tailored to a younger population in order to increase their participation. The author concludes that volunteer recruitment and retention are positively correlated to the degree to which the volunteer experience meets the motivational function(s) of the volunteer.

Literature Review

Functional Theory: Why People Volunteer

Individuals find satisfaction in their volunteer experience and ultimately decide to continue volunteering if a match is made between the individual's personal interests and the degree to which the volunteer experience fulfills those interests. If volunteers get what they want out of the time they invest, they are more likely to keep investing (Nesbit & Brudney, 2010; Bastein, 2015; Guntert et al. 2016; Stukas, Hoye et al., 2016; Stukas, Snyder & Clary, 2016). The functional approach is the most influential psychological approach to

volunteering; it claims individuals can adopt the same attitudes or be involved in the same behaviors even though these attitudes or behaviors may serve very different psychological functions (Guntert et al., 2016).

Volunteer Functions Inventory

The VFI was developed in 1998 by Clary et al. to measure the six motivational functions: values, understanding, social, career, protective, and enhancement (Stukas, Snyder & Clary, 2016; Bastein, 2015; Cornelis et al., 2013). The VFI is a 30-item measurement tool assessing reasons to volunteer.

Values: The values motivation is rooted in “being useful for society and doing something for others” (Bocsi, Fenyés, & Markos, 2017, p. 120). Individuals most frequently report their altruistic (other-oriented) attitude and their desire to help others as the most important motivation for volunteering (Bastein, 2015; Chacon et al., 2017; Guntert et al., 2016; Strickhouser et al., 2014; Stukas, Snyder & Clary, 2016).

Understanding: Individuals motivated by understanding have the desire to learn, practice, and enhance knowledge and skills in addition to learning about the world and other people (Chacon et al., 2017; Guntert et al., 2016; Stukas, Snyder & Clary, 2016).

Social: Socially motivated volunteers are propelled into volunteerism due to the influence of other people and a concern for social rewards and recognition (Bocsi et al., 2017; Guntert et al., 2016). The desire to “strengthen bonds” with others serves as a form of peer pressure to be involved (Stukas, Snyder & Clary, 2016).

Career: Career motivations are those focused on obtaining specific knowledge, skills, and experiences related to a professional or academic area of interest (Bocsi et al., 2017; Chacon et al., 2017; Johnson, 2015). Once that has been accomplished, the volunteer’s hope is that the volunteer experience(s) will translate to the best possible employment opportunities (Jardim & Silva, 2018; Stukas, Snyder & Clary, 2016). Sometimes referred to as career-related, resume-building volunteering, this is a new type of volunteering in which individuals use their volunteer experiences to create cultural and social capital that can be converted into material capital in the form of higher wages and better jobs (Bocsi et al., 2017).

Protective: Protective motivations are oriented to address or escape the personal problems of the volunteer (Chacon et al., 2017; Guntert et al., 2016). In addition, a volunteer may be motivated to help less fortunate populations due to the volunteer’s feeling of guilt for being more fortunate (Stukas, Snyder & Clary, 2016).

Enhancement: The goal of the enhancement motive is to feel better about oneself by boosting self-esteem; the ego dictates the decision to volunteer as the individual wants to be needed by others (Chacon et al., 2017; Stukas, Snyder & Clary, 2016; Guntert et al., 2016).

Multidimensional Motivations

Individuals have different reasons for becoming involved in volunteerism and civic engagement (Guntert et al., 2016; Stebbins & Graham, 2004; Stukas, Snyder & Clary, 2016). The six motivations assessed by the VFI are not mutually exclusive, but rather “a volunteer may be motivated by different motivations simultaneously, and these motivations may change over time” (Chacon et al., 2017, p. 307). As a result, it is valuable

to understand the multiple motives that influence an individual's decision to begin volunteering and to sustain the behavior (Cornelis et al., 2013).

Stukas, Snyder, and Clary (2016) determined that “volunteers who have strong needs to express and to act on their personal values may be easiest to attract and to sustain” (p. 249). Research conducted by Stukas, Snyder, and Clary (2016) and Cornelis et al. (2013) found that other-oriented motivations produced greater persistence among volunteers; subsequently, volunteers who were more concerned with helping others than helping themselves were more likely to display extra-role behaviors (going beyond what was expected). Stukas, Hoyer, et al. (2016) recommended that organizations target individuals with other-oriented motivation; however, organizations should still accept individuals who have self-oriented motivations integrated into their decision to volunteer. For example, nothing is wrong with the dual benefit achieved when young adults gain volunteer experience to enhance their appeal to employers while simultaneously doing a good deed for someone else (Holdsworth & Brewis, 2014).

Key Motives for Youth and Young Adults

There is an assumption that young people are failing their country by not being engaged in community affairs. The youth and young adults of today and of recent generations are “labelled as apathetic, antisocial and absorbed in themselves” (Jardim & Silva, 2018, p. 1). As a result, they are not involved in volunteerism, community service, or civic engagement (Lorentson, 2016). Furthermore, as young people transition into adulthood, they are not volunteering at an increased rate; they are volunteering less (Hill & Den Dulk, 2013). Instead of assuming the worst of young people, those organizations and people who seek to engage youth should view them as “civic change agents”: a different perspective on the population may lead to a different approach to engaging and empowering them to serve as “active participants” in their lives and their community (Pritzker & Richards-Schuster, 2016).

Jardim and Silva (2018) found that young people are primarily focused on the individual benefits they can gain personally and professionally. Furthermore, young people are captivated by new volunteer opportunities that are less formal, that have an unconventional twist to civic and political participation; older traditional volunteer activities and roles have little to no appeal to the population reported to volunteer the least (Jardim & Silva, 2018; Bocsi et al., 2017; Moore, Hope, Eisman, & Zimmerman, 2016). Research has shown “young Americans want the chance to make a difference and learn new skills, not work in the back office stuffing envelopes” (Nesbit & Brudney, 2010, p. 110).

The research literature remains consistent: the main driving force behind youth and young adult volunteerism is *self*. Young people are looking to satisfy their need for self-knowledge, self-development and self-gratification (Jardim & Silva, 2018). The prospect of acquiring better jobs and higher earnings motivates young people more than older people. However, young people want to help others and their community too; humanitarian and altruistic values are important and do influence their volunteer decisions (Bocsi et al., 2017). Organizations can adjust their tactics to encourage youth and young adult participation according to the research (Strickhouser, Kleinberger, & Wright, 2014); recruitment messages should be tailored specifically to attract the targeted population (Stukas, Snyder and Clary, 2016).

Discussion

Young people have a mix of motivations urging them into the volunteer role even if self-interest stands out the most. Ultimately, they are neither purely motivated by self or purely motivated by others; the younger generations deserve more credit and recognition for the complexity of their decision making. An argument can be made that a mix of motivating factors enhances the likelihood a volunteer will both do more than expected and experience the most satisfaction. Furthermore, the decision to volunteer could stem from motivations to serve the needs of self, but the additional giving beyond the expected volunteer role could stem from motivations to serve others (Stukas, Snyder and Clary, 2016). In such a case, all parties involved benefit from the dual motivation of the volunteer.

There is no definitive way to predict or determine whether an individual will offer their time and their efforts as a volunteer. There is no definitive motivation to explain the exact reason an individual decides to volunteer. Ultimately, the research has not yet identified a single best strategy to recruit and retain volunteers. When deciding to volunteer or not to volunteer, people have many motivations, functions, and factors to consider, and it is best to seek to understand, to respect, to accept, to employ, and to not judge an individual's motivations for volunteering.

Recommendations for the Near Term

A volunteer program that appeals to the inclinations of contemporary teenagers and young adults could take the form of a program that pairs young adult community leaders and advocates with high school students who serve as leaders within their schools and/or communities. There are three key components to such a program. First, the program must train future leaders in the youth population. Second, it will continue to develop existing older leaders in the young adult population. Third, iron sharpens iron: experienced leaders and rising leaders must lead together to make each other better leaders. To initiate the program, the organizer will gather several young adults, ages 21 to 35, to participate in the program as leadership and civic engagement mentors. Then, the organizer and mentors will become involved with local high school principals, counselors, and social workers to identify high school students to participate in the program in a mentee role as community leaders-in-training. The students will be eligible for admission into the program by either (a) a nomination by a school employee, (b) a nomination by a community member, including family, or (c) a self-submitted application.

Once young adult and high school participants have been accepted into the program, pairings will be made, *mentor + mentee*, based on shared interests for community engagement and volunteerism. Other factors will be taken into consideration as well, after proper assessment via an initial in-take form from each program participant. Each mentor-mentee pair will work together to locate organizations to volunteer with and to participate in community engagement opportunities; no one will work alone or make decisions without input from another participant. T. Miller, an administrator at Methodist University, shared her suggestions for the next steps:

We need to find out what young people are interested in. Then we can match their interests with the community volunteer opportunities that [pique] their interests. If you do that, then young people will be more likely to stick with the volunteering.

Also, someone needs to follow-up with those students to see how [the volunteer experience] is going. (personal communication, April 30, 2018)

The proposed program has the advantage that the youthful participants contribute to defining the nature of their volunteer efforts.



Volunteers helping out for charity. ID 211807. *Raw Pixel*. Royalty-free personal [non-commercial] use license. Retrieved from <https://www.rawpixel.com/image/211807/happy-volunteers>

Long-Term Recommendations

Pritzker and Richards-Schuster (2016) called on the social work profession and social workers “to lead research and practice in the area of youth civic engagement... Increased attention to promoting youth civic engagement is needed in the profession’s core journals” (p. 217). One year prior, the same proclamation was made by Richards-Schuster and Pritzker (2015): “we argue that social work should play a central role in promoting youth participation in civic engagement” (p. 90). The social work profession views everyone from the strengths-based perspective first, then utilizes those identified strengths to improve the quality of life for the individual and ultimately for the community as well. It is because of this technique that the profession can take the youth population, which is currently derided for their lack of civic engagement, and reveal the potential young people have to thrust themselves into community involvement. Maybe, if social work professionals are the ones who highlight the good offered by young people, then maybe those professionals can be the ones to get them involved. The dialogue can shift from “young people as problems rather than assets” to young people “interested in and

capable of influencing decision making that affects their lives and creating sustainable community change” (Pritzker & Richards-Schuster, 2016, p. 217).

Conclusion

The research may not provide a clear-cut answer to the question of how to recruit and retain young people as volunteers, or any age group for that matter, but the research does indicate best practices to shape efforts to increase volunteerism. In order to both retain current volunteers and recruit new volunteers, the focus must be to provide opportunities for younger volunteers to match their needs, whether those needs are about self or about others. Both motivations are valid and important. Volunteer opportunities need to be revamped and redesigned to attract a population that has taken greater ownership over crafting unique volunteer experiences that serve themselves just as much as they serve others. Everyone is capable of serving as a volunteer and doing the work of a volunteer. Consequently, everyone should be intentional in their volunteer role and make the act of serving others valuable, meaningful, and functional.

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Artists' Statements

Jason Aguilar

Limitless

In this 11½" x 15" solar relief print, I wanted to depict the unlimited possibilities of the artist's imagination. The lines in the print either have no end or are enclosed, creating a "limitless" field in which viewer sees the face of a beautiful woman. The print was made on Arches Silkscreen 88 in one run in April 2018 under the supervision of Professor Silvana M. Foti.

60

Crepuscular Rays at Mount Mitchell

Taken at Mount Mitchell in the fall of 2018, the photograph frames the rays of the setting sun amid clouds.

Clouds During Hurricane Florence

This photograph captures mammatus clouds at sunset just before the arrival of menacing Hurricane Florence in September 2018.

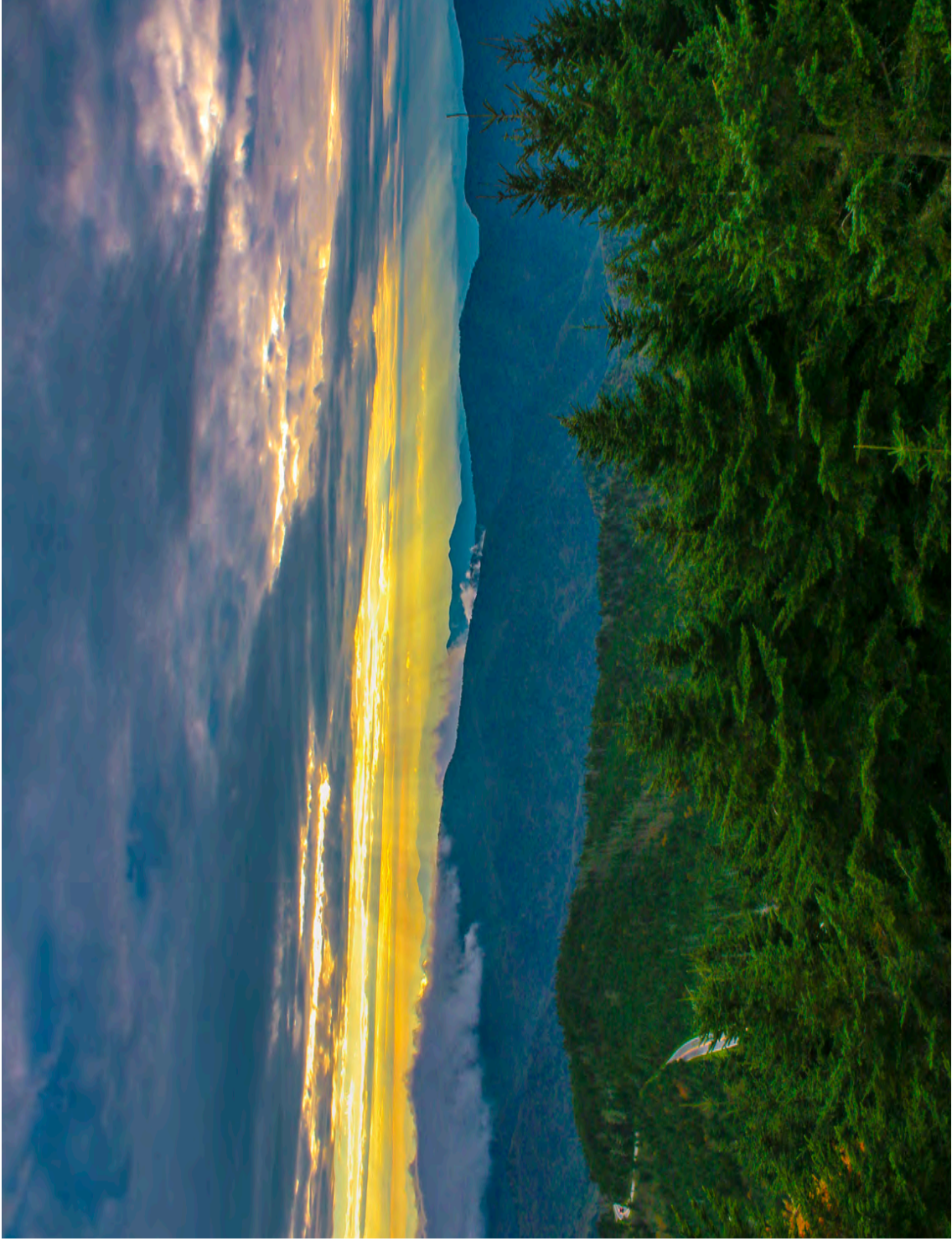
Cameron Dubin

Ambitions



Limitless

Jason Aguilar



Crepuscular Rays at Mount Mitchell

Jason Aguilar



Clouds During Hurricane Florence

Jason Aguilar



Cameron Dubin

Ambitions

Why Are Some Nations More Supportive of the Rights of Their Citizens?

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Abstract

Government has the responsibility to protect political, civil, and human rights, and provide safety for its citizens. Therefore, it is beneficial to research why some nations seem to empower their citizens by guaranteeing their freedom to express themselves. It can be expected that, for a nation to develop politically, socially, and economically, a stable government must be in place and must be a trustworthy institution that its people can rely on.

This study applied an empirical, quantitative, comparative analysis of data to examine the factors that may influence a nation's quality of governance in the sense of its protection of political, civil, and human rights. A secondary analysis of the Global file, in LeRoy's 8th ed. MicroCase, was conducted. The most notable findings in the research were that social factors, such as Internet use and gender equality, were more closely correlated with governance quality than economic and political factors. A nation's quality of governance is likely to be superior when a trusting relationship exists between government and citizens. Citizens' greater access to resources such as the internet and education correlates to their government's willingness to allow them to exercise their political, civil, and human rights. A variable that does not correlate strongly to governance quality is the type of war a nation may have experienced.

Introduction

Civil liberties and political rights are known forms of basic human rights. These rights and privileges may seem a given to some; however, in many nations, citizens unfortunately lack personal freedoms and are not protected by their government. Civil liberties empower the governed to hold their government accountable for the safety of the general population, where the nation's citizens have the capability to freely express their opinions and participate in political activities, so long as they bring no harm to others (Bollen 1986, 568).

During and after years of world wars, civil wars, and the eras of slavery, many modern nations realized the importance of providing citizens with freedoms, protection, and safety from violence by encouraging law and order that does not impede their daily lives. Various movements and organizations within nations worked firmly toward building a safe environment for their citizens, mainly by providing written documentation of the rule of law. The United States of America acknowledged the necessity of human rights

with, principally, two documents, the Declaration of Independence and the Bill of Rights. The Second World War marked a major turning point in Britain when the British Left, in the 1930s and 1940s, focused on the importance of civil and political rights (Moores 2012, 172).

The author holds the view that a lack of civil liberties and political rights in a society can cause strain on a nation's development. Governments that do not provide care and protection for their citizens are likely to be corrupt or overpowering, conditions that can lead to chaos in a society and citizens' mistrust of those in power.

A corrupt government may lead to a weak justice system. A weak or unjust legal system may lead to acts of violence by its citizens, such as riots and killings. Moreover, a government that is not accountable to the citizens may ignore humanitarian needs. A lack of safety and protection for citizens may lead to criminal actions of citizens against one another. In many nations where the government does not promote a proper justice system, women and children are more likely to fall victim to human trafficking, kidnapping, sexual exploitation, child labor, and social discrimination and violation.

Existing research literature explores the factors that correlate with good governance, and provides specific data analysis on human rights across the world and how they differ in each location and political and social setting. Quantitative methods from the Global file of MicroCase (2013) will be used in this research.

Given the seriousness of civil liberties and political rights, this research project will explore the following question: "Why are some nations more supportive of the rights of their citizens?" Understanding the underlying factors of why some citizens suffer greatly in some parts of the world, while others elsewhere do not, may encourage a global trend toward making civil liberties and political rights a global requirement. The paper will be organized into the following sections: Literature Review, Methodology, Findings and Analysis, and Implications and Conclusions.

Literature Review

Human rights, such as civil liberties and political rights, are undoubtedly an important phenomenon to recognize in today's society. Some nations have greatly improved human rights for their citizens; however, some governments are restrictive of their citizens' political freedoms. Factors such as region, economy, religion, customs, and cultures may indicate why one nation is more or less successful than another in providing basic human rights. Exploring the factors underlying whether a nation has more or fewer civil liberties and political rights than another will ultimately assist in attempting to improve these rights in the nations that lack them.

Freedom, as suggested by Green (1888), should be considered "a power which each man exercises through the help or security given him by his fellow men, and which he in turns helps secure for them." Many United Nations member states signed on to the International Covenant on Political and Civil Rights in the hope that international consensus on the treatment of citizens could be reached, as discussed by Keith (1999). Considerable research literature addresses the issues of what factors influence political rights and whether a stable government is the backbone for supporting human rights. Bollen (1986) suggests that, regardless of whether a nation is democratic or not, there is no correlation between a stable government and the presence of political rights and liberties.

Much of the literature on the human rights topic focuses on the status of refugees and why their lack of rights in one region forces them to flee to another. To further investigate such hypotheses, three schools of thought will be explored in this section: political influences, economic influences, and historical influences.

Political Influences

Political influences include a nation's political system and the differences among the nations that share a common political system, such as democracy. The differences may include the presence or absence of a multiparty system, the degree of voter participation, and the overall differences between regions, such as how Western democratic societies compare to democratic societies elsewhere. Political influences may also refer to the laws that inhibit or allow certain behaviors.

Henderson (1991, 123) hypothesizes that, the more democratic a state is, the less repressive it will be, as a democracy is more responsive and handles conflict with compromise. If equal care is being provided to the population at hand, meaning the government is responsive to its people's needs, conflict is less likely to arise because the citizens are satisfied with the security provided them.

The idea of being free while being governed is complex, as Miller (2006, 19) argues: "to be genuinely free, a person must live under social and political arrangements that she has helped to make." Arendt (1960) argues that totalitarian states do not recognize civil liberties, while Miller (2006) suggests that a republican state contributes "to the protection of liberal freedom as the absence of constraint."

Economic Influences

Economic influences may include the overall economy of a nation or lack of a stable economy, as well as the general economic foundation in place. According to Cohen (1979, 163), every individual who lives in a capitalist economy has some sort of freedom as "everyone owns something, be it only his own labor power, and each is free to sell what he owns, and to buy whatever the sale of what he owns enables him to buy." If resources are scarce and insufficient for the population in need, the government may take repressive action in an attempt to maintain overall control. Henderson (1991, 126) hypothesizes that "the higher the level of economic development, the less likely the government will be to use repression."

Unfortunately, in less economically developed countries, many are victimized by human trafficking and forced labor. Andrees and Belser (2009, 2) divide forced labor in the private economy into two separate categories: "first, the forced and bonded labor related to poverty and discrimination toward minority groups; second, the global problem of transnational human trafficking, which features migrant workers coerced into labor exploitation or mainly young women deceived into forced prostitution." Victims in both these categories are stripped of their human rights and freedoms. People may be tricked into exploitative working environments because they are poor and desperate for employment that would enable them to provide for their families. At times, the government may be unaware of the illegal activity. If a government is corrupt or lacks strong law enforcement, it may be aware but choose not to take the necessary precautions to stop the abuses.

On the other hand, wealthier or more developed countries, with stable economies and high GNP per capita, may establish and preserve greater human rights. However, Poe and Tate (1994, 858) emphasize that economic growth should not be confused with economic development. Economic growth may imply positive economic conditions for the population; nonetheless, if the growth is rapid, the regime may take more active measures to stay in control. As Mitchell and McCormick (1988, 479) phrase it, “the very poor and the very rich countries would be less likely to have substantial levels of human rights violations, while those who are in the process of modernization would be more likely to exhibit such a pattern.”

Historical Influences

Tragic historical events such as world wars, conflicts, and slavery may be underlying reasons that push a nation toward or away from civil liberties and political rights. Some nations may be influenced by such unfortunate happenings to make a change in their government and improve the lives of their citizens. However, for other nations, their government, economy, and infrastructure are left completely devastated. Such devastation has led many populations to become refugees or be displaced (Van Arsdale 2006).

Both civil and international wars disrupt the populations, economies, and overall development of the nations involved. Poe and Tate (1994, 858) argue that, after wars, some nations transform into military regimes, which are likely to be more repressive since “military juntas are based on force, and force is the key to coercion.”

Nations involved in international wars have suffered in one way or another. In order to avoid such tragedies, nations take extra precautions to change how human rights are distributed among a population. International wars may “compel regimes to resort to political repression as a tool to maintain domestic order during a state of emergency,” argues Gurr (1986) (and see Keith 1999, 109).

Historical repression may influence modern repression in some nations. As mentioned earlier, totalitarian states devalue civil liberties while republican states protect them. Lopez and Stohl (1992, 218) suggest that “human rights repression may have an ‘afterlife,’ which affects the behavior of people long after the observable use of coercion by state agents has ended.”

Methodology

Several hypotheses exist as to which factors and variables underlie the phenomenon that some nations care more about their citizens’ rights, such as the type of government, type of political system, civilian participation in politics, and political stability (Bollen 1986, 570). To answer the research question “Why are some nations more supportive of the rights of their citizens?,” various independent variables have been chosen. The research question at hand focuses on the comparisons between nations around the world; therefore, this study will utilize the Global file from the MicroCase Software (LeRoy 2013). The type of data for this file is aggregate public records, and the test for statistical significance used is probability (prob).

Concepts and Variables

The dependent variable chosen for this research is variable number 296, VOICE-A:04, with a ratio level of measurement. This measures the quality of governance in a nation for the year 2004, with respect to political, civil, and human rights. The responses range between 0 and 100, with zero meaning extremely poor governance and 100 being very good governance.

The independent variables are chosen based on hypotheses of what could influence a country's ability to provide or choose to protect individual civil liberties and political rights. All the variables were also chosen from the MicroCase Global file and will be identified and defined in the following paragraphs.

Social

1. (344) MULTI-CULT: This ratio variable examines the "odds that any 2 persons will differ in their race, religion, ethnicity (tribe), or language group" (MicroCase 2014). The responses range between 0 and 91.
2. (379) NET USERS: This is a ratio variable stating net users per 100 people in a country. The responses range between 0 and 65.
3. (371) GENDER EQ: This ratio variable states a country's level of gender equality. The responses range between 0.28 and 0.95.
4. (368) EDUC INDEX: This ratio variable is a combined measure of a country's education levels, factoring in adult literacy rate and primary, secondary, and tertiary (college/university) enrollment in the year 2001. The responses range between 0.15 and 0.99.

Economic

5. (133) ECON DEVEL: This is an ordinal variable measuring the level of economic development in a country in the year 1998. The responses are divided into three categories: (1) Least Developed, (2) Developing, and (3) Industrial.

Political

6. (341) WAR: This is a nominal variable that examines the types of armed conflict in a nation in the year 2003. The responses are divided into five categories: (1) None, (2) Interstate, (3) Regional and/or General Civil War, (4) War of Independence, and (5) Multiple types.

Hypotheses

Social

Hypothesis 1: There is a negative relationship between multi-culturalism and governance quality defined as protection of political, civil, and human rights.

Hypothesis 2: There is a positive relationship between number of internet users per 100 people and governance quality.

Hypothesis 3: There is a positive relationship between gender equality and governance quality.

Hypothesis 4: There is a positive relationship between education index and governance quality.

Economic

Hypothesis 5: Countries with higher economic development tend to have better governance quality than countries with less economic development.

Political

Hypothesis 6: Countries not experiencing war tend to have better governance quality than countries experiencing war.

Research Method

This research will be based on the secondary analysis of data from the MicroCase GLOBAL file, collaborating with the textbook *Methods in Political Science: An Introduction to Using MicroCase*, 8th edition (LeRoy 2013). The file contains 180 cases of countries and 483 variables. This research is an empirical, quantitative, and comparative study.

There are two different presentation techniques and measures of association used between dependent and independent variables depending on their type of measurement. Hypotheses 5, 6, and 8 will use the analysis of variance (ANOVA) presentation technique with the eta-squared measure of association because the independent variables are either nominal or ordinal, while the dependent variable is ratio. The rest of the variables will use the scatterplot presentation technique and Pearson's correlation coefficient (r) level of measurement as both variables are ratio. The strength of the relationships between variables will also be measured by the level of statistical significance, in this case probability, known as "prob." The probability set point is 0.05. If the probability is less than 0.05, there is a statistically significant correlation between variables; however, a probability more than 0.05 implies no significant correlation between the variables.

The measures of association used in this research are eta-squared and Pearson's correlation coefficient (r). The determination of strength for the eta-squared measurement is as follows:

If eta-squared is under 0.1, the relationship is very weak or too weak.

If eta-squared is between 0.10 and 0.19, the relationship is weak.

If eta-squared is between 0.20 and 0.29, the relationship is moderate.

If eta-squared is 0.30 and above, the relationship is strong.

The determination of strength for Pearson's correlation coefficient (r) is as follows:

If r is under 0.25, the relationship is too weak to be useful.

If r is between 0.25 and 0.34, the relationship is weak.

If r is between 0.35 and 0.39, the relationship is moderate.

If r is 0.40 and above, the relationship is strong.

The next section, Findings and Analysis, will further explain the factors that may or may not influence a nation's governance quality in regard to political rights and civil liberties.

Findings and Analysis

The hypotheses presented in the previous section are tested using data from the Global case in the MicroCase (2013) software and the scatterplot and ANOVA presentation techniques. Each hypothesis will be examined by means of detailed analysis of the measures of association, Pearson's correlation coefficient (r) and eta-squared. The independent variables, mentioned in the previous section, will be tested against the dependent variable, variable number 296, VOICE-A:04, measuring each nation's quality of governance with respect to political, civil, and human rights in the year 2014. The statistical data will provide support or no support for each hypothesis.

Social Variables

Governance Quality by Multiculturalism

The first hypothesis proposes a negative relationship between multiculturalism in a nation—the likelihood of two people differing in the race, religion, ethnicity (tribe), or language group—and a nation's governance quality. Figure 1's scatterplot shows the correlation between the independent variable, multiculturalism, and the dependent variable, governance quality. The dependent variable is shown on the y-axis; the independent variable is shown on the x-axis.

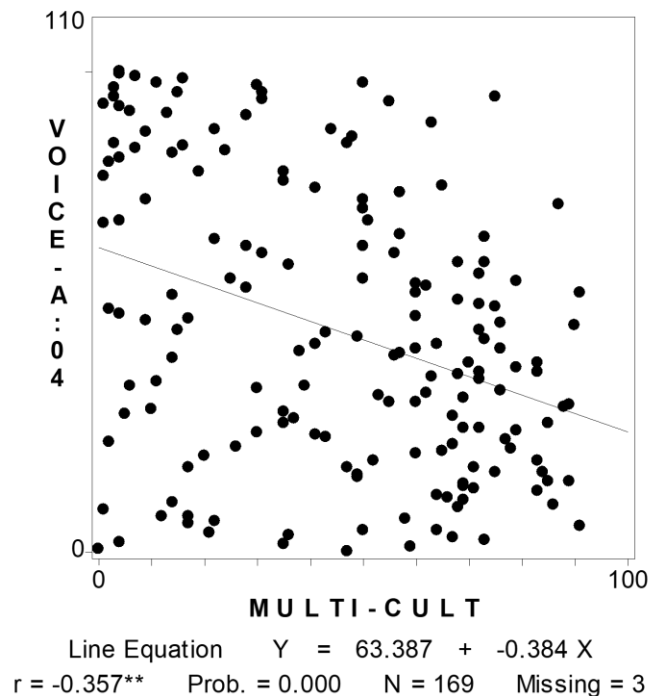


Figure 1: The Relationship Between Multiculturalism and Governance Quality

The data points are spread out, and the regression line shows a negative relationship between the two variables.

To examine the level of statistical significance, the probability value was measured and found to equal 0.000, which means that the relationship between multiculturalism and governance quality is statistically significant. Additionally, Pearson's correlation coefficient (r) is -0.357, indicating a negative, moderate relationship between the two variables.

Multi-culturalism may not strongly affect governance quality, perhaps because multiculturalism tends to be a modern development while some nations have long-established governance institutions not influenced by multiculturalism. Canada, for example, ranked high on both multiculturalism and governance quality. More typically, Norway has very little multiculturalism but high governance quality, that is, ample civil freedoms and rights. The Democratic Republic of Congo has a high range of multiculturalism but very low governance quality. Some governments of multicultural nations may in fact restrict civil liberties as it may be easier to restrict a diverse range of people than adapt to all different societies.

The data points are scattered widely. However, the regression line indicates a moderate negative relationship between the two variables, and supports the stated hypothesis. Therefore, multiculturalism in a country is unlikely to correlate to good governance in the sense of generous political, civil, and human rights.

Governance Quality by Net Users

The second hypothesis proposes a positive correlation between the number of net users per 100 people and governance quality with respect to civil liberties and rights. Figure 2 shows the relationship between the two variables, with net users placed on the x-axis and governance quality on the y-axis. Most data points are grouped together on the lower portion of the graph. In the top half of the graph, the data points are more spread out and show some anomalies.

The highest data point for both net users per 100 people and governance quality is Iceland, whereas the lowest data point for both net users per 100 people and governance quality is Myanmar. However, some countries lie outside the norm. For example, Barbados has few net users per 100 people, but placed high on governance quality as defined by political, civil, and human rights. Moreover, Singapore has a relatively high number of net users per 100 people but is below the average in governance quality.

The probability value equals 0.000, demonstrating a statistically significant relationship between the two variables. Moreover, Pearson's correlation coefficient (r) is 0.725, signifying a strong, positive relationship between net users and governance quality.

In countries where the internet is more accessible, the citizens are likely to have more personal freedoms because they have the liberty to formulate opinions based on what they may read and research on the internet. However, in the example of Barbados, perhaps access to the internet is impossible in some areas or just not culturally valued, and therefore internet use does not have an impact on the quality of government.

This hypothesis raises the question of the causality between the two variables. It can be argued that a government allows more freedoms because more inhabitants are net users or that more people use the net because they enjoy more overall freedom and rights. Greater citizen access to the internet means greater freedom to access information and to

formulate and express opinions. Additionally, when citizens have more internet access, they keep government responsive to issues they are vocal about.

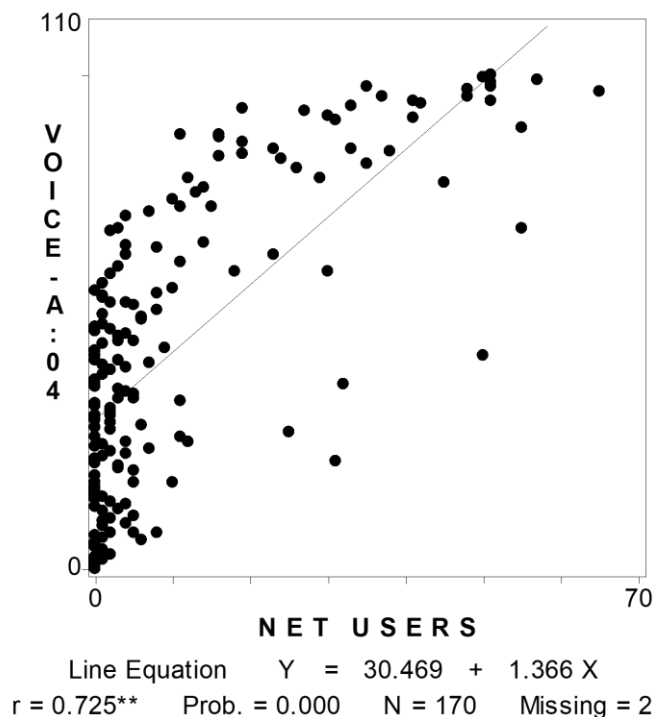


Figure 2: The Relationship Between Net Users and Governance Quality

In conclusion, the data points, regression line, and measure of association all support the hypothesis that countries with more net users per 100 people will have better governance quality, i.e., better protection for civil, political, and human rights.

Governance Quality by Gender Equality

The third hypothesis suggests a positive relationship between gender equality and governance quality. The independent variable, gender equality, is seen on the x-axis, and the dependent variable, governance quality, is seen on the y-axis. The scatterplot in Figure 3 shows the correlation between the two variables. No data points appear at or near zero for gender equality, which is a positive distinction; however, this pattern could be due to the fact that 29 data points are missing. A number of countries are clustered together, scoring the highest on both gender equality and governance quality. These countries include Norway, Denmark, Sweden, Finland, New Zealand, and the Netherlands. However, Turkmenistan placed quite high on gender equality but placed near zero on governance quality.

Pearson's correlation coefficient (r) yields 0.669. Given that a result at or above 0.40 indicates a strong relationship, gender equality has a strong, positive relationship with governance quality.

Gender equality ensures that both males and females have equal access to education, employment, and high-status positions. Therefore, countries with higher levels of gender equality are likely to have better governance quality in the sense of political, civil, and human rights.

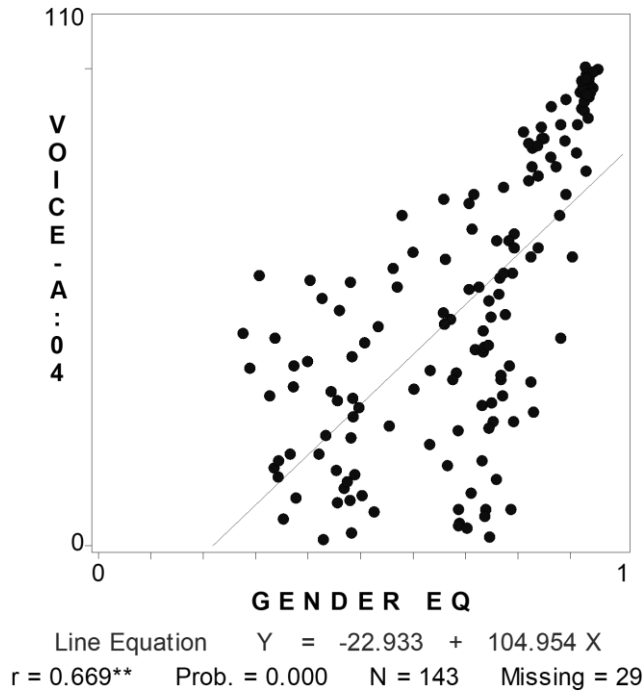


Figure 3: The Relationship Between Gender Equality and Governance Quality

Governance Quality by Education Index

The fourth hypothesis regarding social variables indicates a positive relationship between education index and governance quality. In the scatterplot in Figure 4, most data points are scattered across the middle and the right side of the graph. A few anomalies appear on the left side.

No data points appear anywhere near zero on the education index, meaning that all nations included in the research, except for the 12 missing cases, have an average to high rate of adult literacy as well as high primary, secondary, and tertiary enrollment ratios. A number of countries are grouped together, placing high on the two scales of education index and governance quality. The countries in this group—Denmark, Sweden, Switzerland, Iceland, Norway, Finland, and the Netherlands—coincide closely with those grouped high on the gender equality variable. Once again, Turkmenistan is the main anomaly, placing high on the education index but near zero on governance quality. Moreover, Niger, quite low on the education index scale, placed just below average for governance quality.

Pearson’s correlation coefficient (r) equaled 0.550, which points to a strong positive relationship between education index and governance quality.

The positive linear regression line, strong measure of association, and level of statistical significance suggest that countries with a higher education index—as determined by adult literacy rate and the combined primary, secondary, and tertiary school enrollment ratio—will have better governance quality, that is greater protection for individual rights. Access to education is considered a human right; therefore, governments that preserve such rights are more likely to honor political rights and other civil liberties. Education provides individuals a path to higher social status and thereby benefits the economy. A well-educated population will likely invest more in their country’s government, through voting, protesting, and active involvement in politics and governance.

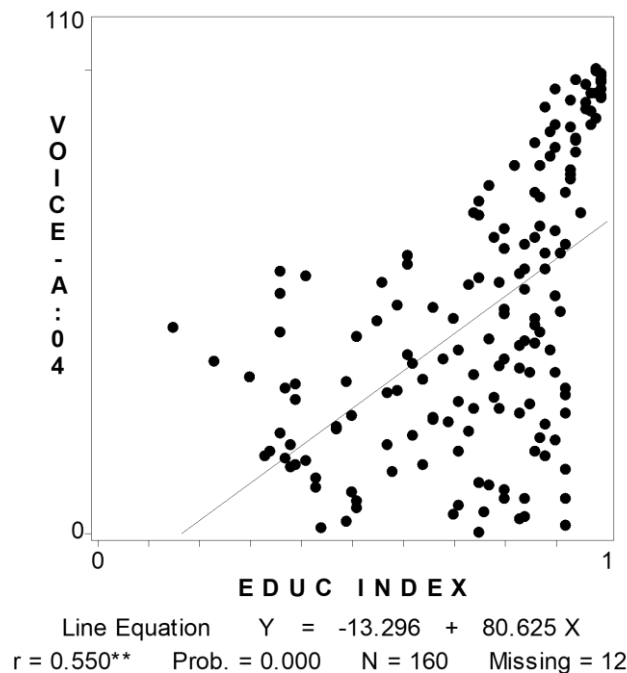


Figure 4: The Relationship Between Education Index and Governance Quality

Economic Variables

Governance Quality by Economic Development

The hypothesis for the economic variable in this research states that countries with higher economic development tend to have better governance quality with respect to political, civil, and human rights than countries with lower economic development. For this hypothesis, the ANOVA display method presents the different categories of the independent variable in Figure 5: least developed, developing, and industrial. The results show that least developed countries usually have lower governance quality, whereas industrial countries place higher on governance quality. The results for developing

Political Variables

Governance Quality by War

The hypothesis proposes that countries not experiencing war tend to have better governance quality than countries experiencing war. For this hypothesis, the ANOVA display method presents in Figure 6 the different categories of the independent variable, war: none, interstate, civil war, independence, and multi-type. Most of the data points appear in the category of “none” and are equally scattered along the y-axis from low governance quality to high governance quality.

Nations that were not experiencing war but do not have good governance quality include North Korea, Cuba, Equatorial Guinea, and Vietnam. Nations that were not experiencing war and had high governance quality include Denmark, Sweden, New Zealand, Australia, and the Netherlands. Syria is a nation that has gone through an interstate war and maintained a low governance quality. On the other hand, Norway kept a high governance quality despite the experience of an interstate war. The nation with lowest governance quality in the civil war category is Myanmar, and that with highest governance quality is Spain. Only three data points fall in the category of war of independence: Eritrea has the lowest quality of governance; Morocco has an below average quality of governance; and Slovenia has a high quality of governance. Lastly, in the multi-type war category, Iraq placed lowest on governance quality and the United Kingdom placed the highest.

The probability result equals 0.000, meaning the relationship between war and governance quality is statistically significant. Moreover, the eta-squared value is 0.172, signifying a weak relationship between the two variables.

War is costly. Therefore, nations with little to no experience with war may be more economically stable, providing a healthy economy to their citizens and protecting political, civil, and human rights. Many nations that experience war, especially if they are less

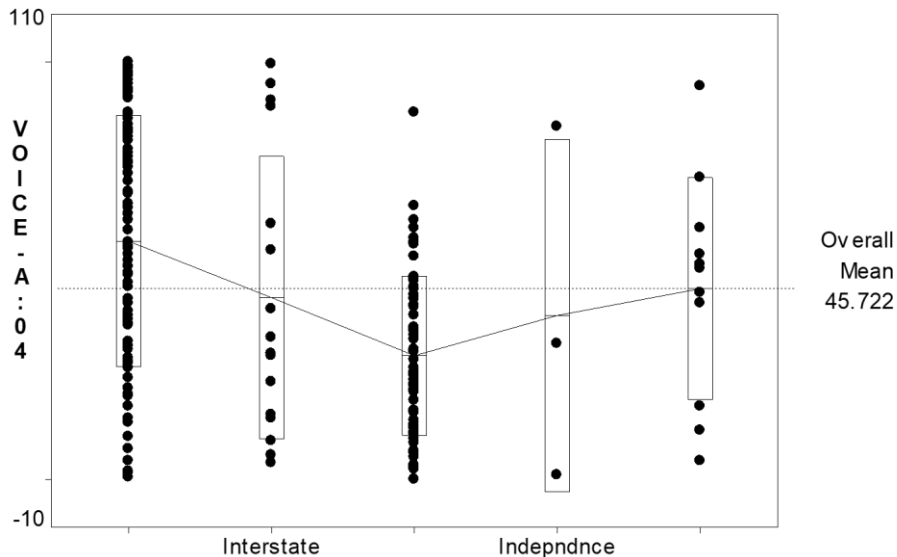


Figure 6: The Relationship Between War and Governance Quality

developed to begin with, are heavily burdened with rebuilding and perhaps reparations once the conflict has ended. Difficulty in restoring basic necessities for citizens contributes to low quality of governance in the sense of poor protection of civil liberties.

Summary

Table 1 displays all independent the variables and their measures of association with governance quality, in terms of Pearson’s correlation coefficient (r) or eta-squared.

Table 1: Summary of Measures of Association

Social Variables	Measures of Association
Multi-Culturalism	$r = -0.357$
Net Users	$r = 0.725$
Gender Equality	$r = 0.669$
Education Index	$r = 0.550$
Economic Variables	
Economic Development	eta-squared = 0.316
Political Variables	
War	eta-squared = 0.172

The category of variables that had the highest correlation with quality of government, in terms of political, civil, and human rights, are three of the social variables: net users, gender equality, and education index.

The social variables may have the most impact because they influence the government to satisfy its citizens. Additionally, people may believe that their opinions and beliefs are worthy of consideration, and therefore more actively participate in the politics of the country in order to make changes.

Of the social variables, net users had the strongest correlation to governance quality, with 0.725 on Pearson’s correlation coefficient (r) scale. Greater internet access suggests that citizens not only have the freedom to gather information, but also have the freedom to formulate and express their opinions. Additionally, with greater internet access, citizens may be able to hold their government responsible on various domestic or international issues that may impact the nation and its people.

The independent variable of war had the lowest correlation with governance quality. War itself does not impact the quality of government in a nation; however, the burden of recovery following war may impede economic development and damage the government’s relationship with its citizens.

Implications and Conclusion

This research paper sought to answer the question “Why are some nations more supportive of the rights of their citizens?” by exploring various factors that may influence a nation’s quality of government in terms of political, civil, and human rights. All the hypotheses were tested using aggregate data from the MicroCase 2013 Global file. The

independent variables in this research fell into three categories: social, economic, and political.

Not one country, region, or continent is the same. Each nation differs in various aspects, such as religion, culture, available resources, type of government, laws, and access to health care and education. The variables in the social category seem to have the most influence on governance quality, as the measures of association are all relatively strong. Nations with more access to information and education, and with greater gender equality will have a better quality of governance with respect to protection of civil rights and liberties of their citizens. Out of all the categories, the variable that had the strongest correlation to good governance is net users per 100 people. With the widespread growth and use of modern communication technology over the years, access to the internet has begun to take on the status of a basic human right. When governments allow freedoms to their citizens, a trusting relationship is more likely to form between the government and the governed.

The variable that seemed to have the least effect on governance quality is war, in the economic category. The relationship between war and governance quality was a weak one, with the measure of association, eta-squared, equaling 0.172. Although many nations did in fact demonstrate higher governance quality with no experience of wars, the nations of Norway, Spain, Slovenia, and the United Kingdom, to name a few, scored high on governance quality, despite having experienced interstate, civil, independence, or multi-type war.

The research suggests that political, social, and historical influences affect a nation's quality of governance in the sense of its protection of political, civil, and human rights. Wealthier countries may have better governance quality because citizens have more access to empowering resources and conditions such as education, internet access, health care, employment, and gender equality. An open government accepts the participation of its citizens and is more likely to create a good relationship between the government and the citizens.

Further research may include more current data, as well as comparison of the available data to past results. By comparing current data to past data, researchers can identify a progression, regression, or stagnation of governance quality in a nation. Then, political, social, and historical variables and their changes over time can be explored as factors connected to the quality of governance. Other variables to examine are religion, corruption, and income, to name a few.

Although some nations may have similar backgrounds, they may differ in their government's protection of political, civil, and human rights. Deeper research can reveal additional factors that correlate strongly to governance quality. Further research in this area will improve comprehension of all possible factors that may influence the quality of governance in a nation and the rights secured to its citizens.

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Causes of Human Population Growth: A Quantitative Study

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Abstract

This study employed a quantitative and comparative data to examine the factors that correlate to population growth. The study was conducted using the Microcase global file (Le Roy, 2013).

The major findings were that social factors—such as education, child marriage, contraception use, and religion—correlate most strongly to population growth. Educated couples tend to have fewer children. People who are more religious tend to have more children. Economic variables, such as GDP per capita are influential, but not as much as the social variables. A political variable, political stability, has the weakest correlation to population growth.

As policy makers in different countries pursue their agendas in regard to population growth, these findings may be useful to achieve the desired results efficiently. For a government that wants to increase population, this research identifies factors that have the strongest link to population growth. The research findings may also be valuable to governments that wish to reduce population.

Introduction

In the last two centuries, population growth has been an important subject for policy makers internationally, as the world witnessed a significant increase in the population. The human population is growing by about 83 million annually. According to the UN Department of Economic and Social Affairs, human population grew from one billion in 1800 to about 7.5 billion in 2018, and it is expected to reach about 11 billion by 2100 (“World” 2018). Many nations with high population growth have low standards of living, and many nations with low population growth have good standards of living. Intellectuals have debated this matter: Some warn of severe consequences, and others argue that people will be able to deal with the problems.

One of the prominent early intellectuals to warn of population growth was Thomas Malthus (1798). Malthus was an English scholar, influential in the fields of demography and political economy. In his influential book *An Essay on the Principle of Population*, published in 1798, Malthus argued that population grows geometrically, whereas food supplies grow arithmetically. At some point, the food production will not meet the needs of the population, leading to massive famines that will kill millions of people. Despite the remarkable progress that people have made so far, poverty is still prevalent. As

stated by the Food and Agriculture Organization of the UN, 925 million people go hungry every day (“925 Million” 2010).

Other intellectuals, such as Ester Boserup, opposed Malthus’s views (1965). Boserup was a prominent French and Danish economist. While Malthus (1798) said that the growth of population depends on agricultural methods and food supply, Boserup (1965) argued the opposite: Agricultural methods depend on the size of population. In the view of Malthus, when the food supply is insufficient, the excess population will die. Boserup's counter argument was that people under pressure will always find ways to increase food production.

Population growth is regarded as one of the biggest threats to the environment. People use fossil fuels to power their machinery; population growth means higher demand for gas, oil, and coal. When these fuels are burned, more carbon dioxide is emitted to the atmosphere, leading to global warming. Moreover, increased population means more consumption of non-renewable resources, which will cause conflict for future generations.

Population grows at different rates in different countries because of factors like birth rate, mortality rate, fertility rate, and net migration. Fertility rate and birth rate can be influenced by social factors, including religion, race, level of education, access to abortion and contraceptive methods, child labor, immigration, social security for elders, the cost of raising children, and government programs to support or discourage childbearing.

Population growth comes with substantial economic, social, and political implications. For instance, low-income countries do not produce enough food to match their population growth, leading them to be more dependent on expensive grain imports and thus to incur more debt. In addition, rapid population growth leads to slow economic development, which widens the gap between poor and rich people and nations. For example, unemployment grows at a higher rate in less developed countries because of the increase in the working-age population. Unemployment contributes to higher rates of alienation and crime, thus greater social problems. Finally, fast population growth makes it hard for governments to maintain adequate public services for everyone. In countries where people are struggling for employment opportunities and public services, conflict is more likely to arise, causing more instability.

Population growth increases the likelihood of poverty, conflict, extremism and destruction of the ecological system. This research aims to provide a better understanding of the problems, ascertaining different factors that affect the growth of population, and recommends policy measures and grassroots solutions to resolve the issue. Quantitative methods are used in this research. Data on 177 countries will be used from the Global file of MicroCase (Le Roy 2013). To address the issues discussed above, this research examines the following research question: “What are the factors that correlate to population growth in different countries?” The paper is organized into sections on literature review, methodology, and findings and analysis.

Literature Review

The topic of overpopulation has been controversial. Some scholars express acute concern about this phenomenon and consider it a big problem. Scholars such as Thomas Malthus (1798) and Paul R. Ehrlich (1968) have argued that overpopulation leads to famine

and starvation. Other scholars regard overpopulation as a major cause of environmental crises, and even more consider it a cause of poverty and low standards of living

On the other hand, some scholars have taken the opposite stance on the issue. For instance, Ester Boserup (1965) was one of Malthus's biggest opponents, arguing that humans have a great capacity to adapt to changing conditions and will always find the means to fulfill their needs. In 1981, Julian Simon published the *Ultimate Resource*, in which he agreed with Boserup. Others argued that the famines of the past century occurred because of poor management of resources, not a lack of resources.

Recently, fewer scholars express concern about overpopulation, perhaps because of credible predictions that the population will fall at some point in this century. Japan, South Korea, Romania, and other countries are examples of falling birth rates. Furthermore, policies put in place to counter overpopulation have brought criticism, as some of these policies deprived people of their personal freedom. Overall, scholarly perspectives on overpopulation can be divided into two schools of thought: "overpopulation is a problem," and "overpopulation is not a problem."

Overpopulation Is a Problem

Malthus (1798) claimed, "Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio. A slight acquaintance with numbers will shew[sic] the immensity of the first power in comparison of the second" (12). This quotation from *An Essay on the Principle of Population* articulates Malthus's essential point: Population increases geometrically, but food production grows arithmetically. Therefore, population growth has to be checked. Otherwise, food production will lag behind the population's needs, which will lead to famine and starvation.

One of the most prominent neo-Malthusians in the 20th century was Paul Ehrlich (1968), the Bing Professor of Population Studies at Stanford University and president of Stanford's Center for Conservation Biology. In 1968, he and Anne H. Ehrlich, his wife, published the best-selling book *The Population Bomb*. The book warned of massive starvations in the 1970s and 1980s, and called for immediate action to limit population growth. The book attracted criticism for its inaccurate predictions and alarmist tone. The Ehrlichs manifested their pessimism in this statement: "the battle to feed humanity is already lost, in the sense that we will not be able to prevent large-scale famines in the next decade or so" (Ehrlich 1968, 36). That prediction led them to call for reducing population growth to zero or even a negative rate. The Ehrlichs' claims were even more dire than Malthus's, but the primary concern of both was famine.

The factors affecting fertility rate can be either economic or social, such as education level and religion (Ermisch 1983). Ermisch discussed the social implications of overpopulation. One of his main points was that poverty can be a cause of overpopulation and a result at the same time. He explained how a large family could mean a lower standard of living because parents with many children may struggle to provide a good life for the family. Ermisch argued that a large working-age population could mean higher unemployment, thus a greater burden on the government to provide enough jobs and public services for the whole population. Unemployment, in turn, has negative consequences, such as the rise of conflict and higher crime rates.

The concern of environmentalists has been the consequences of human overpopulation for the environment. Carl Reidel (1988), the Daniel Clarke Sanders

Professor of Environmental Studies and the director of the Environmental Program at the University of Vermont, argued that overpopulation is one of the most pressing environmental issues. In his thinking, overpopulation drives environmental pollution, global warming, intensive farming practices, the sixth mass extinction, and the consumption of non-renewable resources, such as arable land, fossil fuels, and freshwater. The solution he proposed is to implement a global birth control strategy (Reidel 1988).

Overpopulation Is Not a Problem

Despite the negative predictions of the consequences of human overpopulation, many have presented optimistic views and promising scholarly predictions. In response to Malthus's views (1798), Boserup (1965) argued in her book *The Conditions of Agricultural Growth* that the intensity of agricultural production is driven by population change. She endorsed the adage that "necessity is the mother of invention," asserting that people's needs will drive them to come up with efficient means of food production.

People have the capacity to handle the demands of overpopulation, wrote Julian Simon (1981), formerly a professor of business administration at the University of Maryland. He devoted his book *The Ultimate Resource*, published in 1981, to this proposition. He argued that "the most important benefit of population size and growth is the increase it brings to the stock of useful knowledge. Minds matter economically as much as, or more than, hands or mouths" (Simon 1981, 12). From his perspective, population growth creates more resources. The resource of more brains means more innovative production.

Moreover, the Ehrlichs' prediction of famines due to human overpopulation turned out to be false, according to Dan Gardner (2010), a *New York Times* best-selling author about psychology and decision-making. The Ehrlichs (1968) warned that famines would kill hundreds of millions in the 1970s, but such famines did not come to pass. These predictions received much criticism; however, Paul Ehrlich continued to take same stance, that if population growth is not controlled, famines will happen sooner or later (Gardner 2010).

It used to be believed that world population would continue to grow forever, and that is why many scholars advocated measures to slow its growth. However, the case seems to be different today, and for various reasons birth rates are falling in different parts of the world. Eastern Europe and Japan make good case studies. Billingsley (2010) explained the fertility decline in eastern Europe as a result of urbanization and attainment of education, particularly female education (13). Citing the *Independent*, Simon (2017) asserted that the number of births in Japan dropped by a million in 2016 only. Patrick Imam (2013) discussed the problems associated with this decline and described how the decline has already affected different sectors of Japanese life, especially the economic sector. He also reported on the government's struggles in its attempts to resolve this issue, a critical problem for Japan.

Furthermore, policies to counter overpopulation have garnered criticism, as some of these policies violated human rights, such as China's one-child policy. That policy, according to Connie Oxford (2017), violated the right of self-determination. People were subject to punitive fines when they had more than one child. Sterilization and forced abortion were not uncommon practices. When parents learned their unborn child was female, they often sought abortion, which led to a wide gender imbalance in China

(Oxford 2017). Whether China did the right thing by this policy is debatable. The policy prevented 400 million births according to Parkinson (2015). Some see the policy as a favor that China did for the world, and others see it as a human rights violation.

Summary

The topic of human overpopulation is complicated and therefore widely debatable. This topic is not new in international politics: It was brought up over 200 hundred years ago. Thomas Malthus (1798) was one of the first scholars to open the debate. He warned of massive famines if the population continued to grow in the same pattern. Other prominent scholars disagreed and argued that more population meant more creativity and more efficient means of food production. These scholars believed that people have the capacity to handle such a problem. Furthermore, birthrates are falling in places such as Eastern Europe and Japan. Some scholarly predictions show that world population will reach its peak in this century and start to decline, which raises its own concerns.

To explore the causes of human population growth, the next section will examine several variables and their correlation to population growth.

Methodology

This section presents the methodology used to answer the research question: “What are the factors that affect human population growth?” The dependent variable chosen for this study from the Microcase Global File is the average annual population growth from 2000 to 2005, labeled (Pop Growth) in this database. The seven independent variables chosen for this study are the following: mean years of school among 25year-olds (Education); percentage of children in child marriage (Kid Wed); percentage of women using contraception (Contracept); percent of those who say that they get comfort and strength from religion (Religion Comfort); the globalization index, which measures the overall average level of economic, political, social, and technological engagement across nation-state borders (Global); GDP per capita based on purchasing power parity (GDPCAP PPP); and environmental governance, institutions, political stability, and absence of violence (Stable.Pol). In order to answer the research question, this study will use the Global file from the MicroCase software (Le Roy 2013).

Concepts and Variables

To help define population growth as the dependent variable, this research uses POP GROWTH, variable 33 from the Global file. The variable has a ratio level of measurement and gives the average annual population growth rate, by country, from the year 2000 to 2005. The variable provides data on 172 countries and is the only dependent variable.

The chosen independent variables will help explain why human population grows at different rates in different countries. The following variables were selected: education, religion, child marriage, contraceptive use, globalization index, GDP per capita, and political stability. These variables will be further analyzed below. The numbers in parentheses are the variable numbers for the Microcase Global data file.

Social Variables

1. (404) EDUCATION shows the mean years of school among adults 25 and older in 165 different countries. The data are presented based on a range of 0.16 - 0.99. Higher rank means more years of school.
2. (385) KID WED gives information on the percentage of children in child marriage in 64 countries. The data are presented based on a range of 5 - 65. Higher rank means more cases of child marriage.
3. (109) CONTRACEPT measures the percentage of women who use contraception in 116 different countries. The data are presented based on a range of 4.0 - 84.0. Higher rank means more contraceptive use.
4. (458) RELIGION COMFORT presents the percentage of those who say that they receive comfort and strength from religion in 77 different countries. The data are based on a range of 27.1 - 100.0. Higher rank means a higher percentage of people who gain strength and comfort from religion.

Economic Variables

5. (272) GLOBAL provides information on the globalization index of countries. The globalization index measures the overall average level of economic, political, social, and technological engagement across nation-state borders. The data are presented based on a range of 7.25 - 56.00. Higher rank means greater globalization.
6. (138) GDPCAP PPP provides information on countries' GDP per capita based on purchasing power parity (PPP). The data are presented based on a range of 496 - 57741. The value reflects the actual GDP of a country.

Political Variables

7. (261) STABLE.POL gives information on the nature of governance and institutions in a country based on the country's political stability. The data is presented from worst governance to best on a range of 0.58 - 100.00. Higher rank means better governance.

Hypotheses

Social Variables

Hypothesis 1: There is a negative relationship between population growth and education. Educated couples tend to want fewer children than those who are less educated.

Hypothesis 2: There is a positive relationship between population growth and child marriage.

Hypothesis 3: There is a negative relationship between population growth and contraceptive use.

Hypothesis 4: There is a positive relationship between population growth and the degree of comfort derived from religion.

Economic Variables

Hypothesis 5: There is a negative relationship between population growth and the level of globalization.

Hypothesis 6: There is a negative relationship between population growth and GDP per capita.

Political Variable

Hypothesis 7: There is no relationship between population growth and political stability.

Research Method

This research is based on secondary analysis from the Global file, which covers data on 172 countries. In conjunction with the *Methods in Political Science: An Introduction to Using Microcase* (Le Roy 2013), the data was compiled in the Microcase program. In the file, 483 variables are based on answers to survey questions given to survey takers.

This analysis uses scatterplot graphs to depict the relationship between dependent and independent variables in each country. The dependent variable goes on the y-axis (vertical), and the independent variables is placed along the x-axis (horizontal). In the analysis, a regression line will represent the direction of the relationship, whether it is negative or positive. The more points near the regression line, the stronger the relationship.

In addition, to distinguish the strength of the relationship between the independent and dependent variables, the researcher calculated statistical significance, the probability of the relationship occurring by chance. If the probability is less than 0.05, then the relationship is considered statistically significant as there is less than a 5% chance that the relationship occurred by chance.

In addition to probability, the researcher has determined the strength of these relationships by the measure of association, which is dependent on the specific variable. All chosen variables have the ratio measurement; therefore, they are measured using Pearson's correlation coefficient. If Pearson's is less than 0.25, the relationship between the variables is too weak to be meaningful. If it is between 0.25 and 0.34, the relationship is weak. If it is between 0.35 and 0.39, the relationship is moderate. If Pearson's is 0.40 or above, the relationship is strong.

Findings and Analysis

The following analysis tests all the hypotheses presented in the methodology section. Following the tests, all of the findings will be analyzed and presented in this section. Based on all of the statistical findings, the researcher has determined whether the hypotheses are supported or not supported by the data.

Social Variables

Population Growth by Education

The first hypothesis proposes a negative relationship between population growth and level of education. In Figure 1, the scatterplot shows population growth, the dependent variable, along the y-axis. The regression line indicates a negative relationship between the two variables. To examine statistical significance, the probability value (prob)

was found to be 0.00, which means that the relationship between population growth and education level is statistically significant.

The Pearson's correlation coefficient is -0.627, indicating a strong negative relationship between the two variables. It is not surprising that such high correlation exists between these two variables. The reasons for such a result will be discussed below.

Figure 1 shows that, in countries where people are highly educated, birth rates tend to be low. Western European countries, such as Germany and Finland, have low birth rates and also a high level of education among adults. Couples in countries like Mali and Niger have fewer years of education among adults, thus higher birth rates. On the other hand, countries like United Arab Emirates and Qatar are outliers, having a good level of education but the highest population growth; one of the main reasons may be the high immigration into these two countries. If these two outliers were removed, r would increase from -0.627 to -0.699, making the relationship between the two variables stronger.

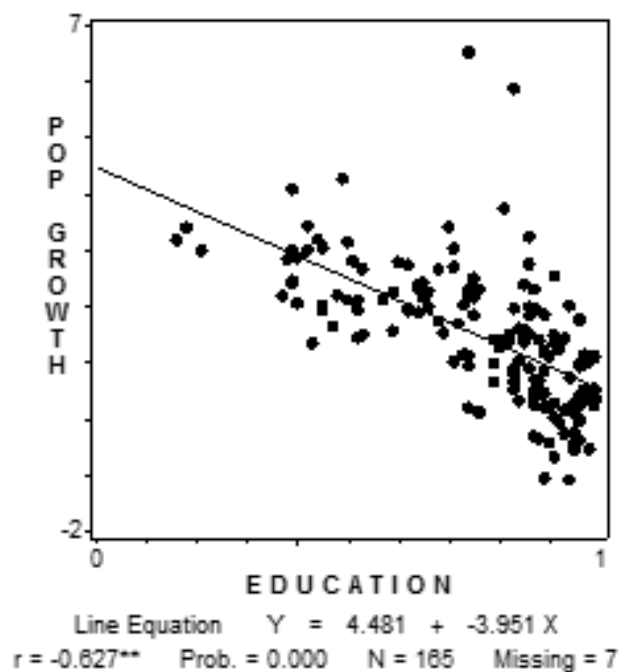


Figure 1: The Relationship Between Population Growth and Education

Population Growth by Child Marriage

The second hypothesis proposes a positive relationship between population growth and child marriage. Figure 2 supports this hypothesis. The graph shows that a higher rate of child marriage corresponds to a higher population growth. Chad and Mali have both a high rate of child marriage and high population growth. On the other hand,

South Africa and Thailand have low rates of child marriage and lower birth rates. Outliers include countries like Central African Republic and Trinidad and Tobago, which have high rates of child marriage but low population growth. Trinidad and Tobago has a low fertility rate, perhaps due to the high contraceptive use among women in the country. The Central African Republic has a high infant mortality rate, likely because of the lack of a good healthcare system.

Furthermore, Pearson’s correlation coefficient is 0.439. Since the value of r is above 0.40, the relationship between population growth and child marriage is strong. The probability is found to be 0.000, meaning that this relationship is statistically significant. If the two outliers mentioned above were removed from the plot, the value of r would jump from 0.439 to 0.534, indicating a much stronger relationship between the two variables.

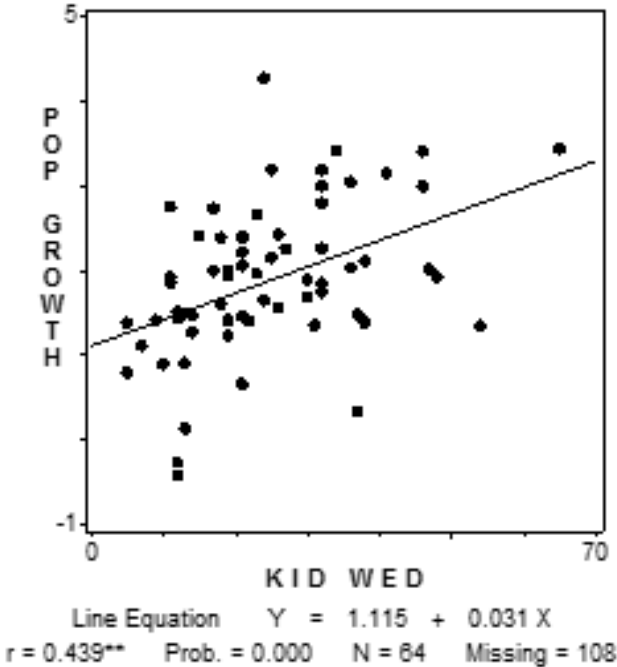


Figure 2: The Relationship Between Population Growth and Child Marriage

Population Growth by Contraceptive Use

The third hypothesis posits a negative relationship between population growth and contraception use. Figure 3 suggests the same result. The graph shows that countries with higher contraceptive use have lower population growth. China and the United Kingdom have the highest rate of contraceptive use, at 84, and they have among the slowest rates of population growth, with rates of 0.65 and 0.34 respectively. On the other hand, Gambia and Angola have some of the lowest measures of contraceptive use, 10 and 6 respectively,

along fast growing populations, growing at rates of 2.85 and 2.83. Outliers include Qatar and the United Arab Emirates, which were also outliers for the hypothesis linking more education to lower population growth rates. Both countries have moderate contraceptive use, yet the fastest growing populations, probably due to high immigration.

In addition, Pearson's correlation coefficient is 0.555, which implies a strong relationship between the two variables, population growth and contraception use. Probability is found to be 0.000, meaning that this relationship is statistically significant. If the two outliers mentioned above were removed from the plot, the value of r would jump from 0.555 to 0.599, yielding a much stronger relationship between the two variables.

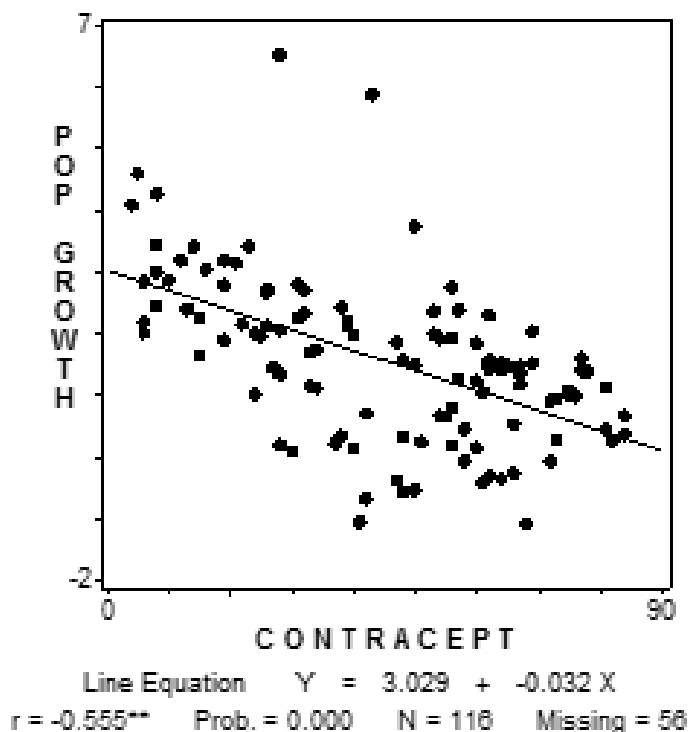


Figure 3: The Relationship Between Population Growth and Contraception Use

Population Growth by Religion

The fourth hypothesis predicts a positive relationship between population growth and religion. The results shown in Figure 4 seem to agree with the hypothesis. The graph shows that countries where people are more religious have higher population growth. Indonesia and Morocco are two countries with highly religious people and rapidly growing populations. Japan and the Czech Republic, two of the least religious countries, have very low population growth. Outliers include Vietnam, which ranks among the least religious

but still has a high population growth. In the case of Vietnam, it may be that, following the Vietnam War, people desired to make up for the millions of war casualties by having more children. In addition, the country used to be more agricultural, so people wanted more children to help with farming. However, recently, Vietnam has been developing rapidly and population growth has been declining.

Furthermore, Pearson’s correlation coefficient is 0.527, which implies a strong positive relationship between the two variables, population growth and contraception use. Probability is found to be 0.000, meaning that this relationship is statistically significant. If Vietnam, the outlier, were removed from the plot, the value of r would increase from 0.527 to 0.564, implying that religion has a strong link to population growth.

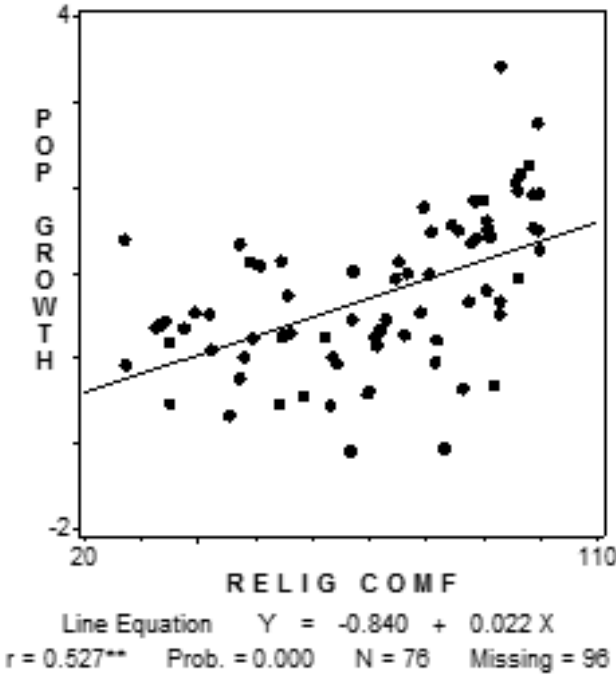


Figure 4: The Relationship Between Population Growth and Religion

Economic Variables

Population Growth by Globalization

The fifth hypothesis proposes a negative relationship between population growth and the level of globalization. Figure 5 supports the hypothesis. However, the relationship is not as strong as predicted. Overall, the graph shows that more globalized countries tend to have lower population growth. Austria and Netherlands have the highest level of

globalization on the graph, and both have low population growth. India and Indonesia have a low level of globalization and high population growth.

Outliers include Russia, which has a relatively low level of globalization yet has one of the lowest population growth rates. Russian culture may explain the deviation from the hypothesis: relatively high gender equality, the prevalence of working women, and a sense of the European lifestyle, in which couples want to enjoy the good things of life and make sure they can provide a good life and good education to their children. Ukraine and Uganda are two other outliers.

Pearson's correlation coefficient is -0.391 , implying a moderate negative relationship between the two variables. Probability is found to be 0.000 , which means that this relationship is statistically significant. If Russia, Ukraine, and Uganda were removed from the plot, the value of r would jump from -0.391 to -0.491 , and the relationship would be stronger.

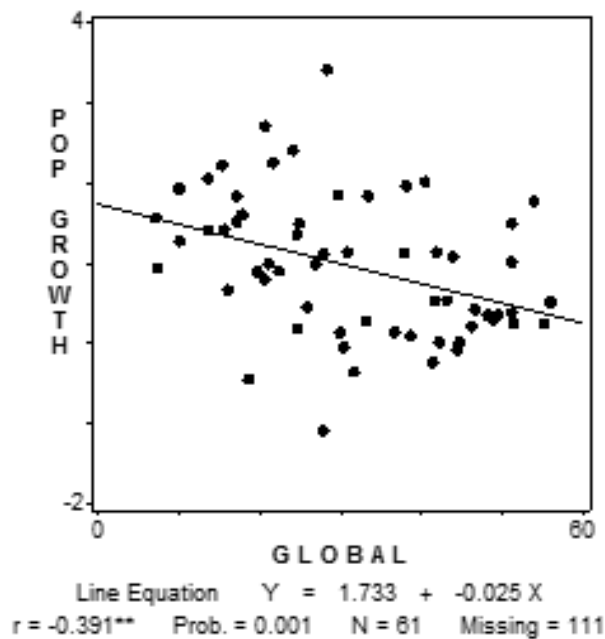


Figure 5: The Relationship Between Population Growth and Globalization

Population Growth by GDP Per Capita

The sixth hypothesis suggests a negative relationship between population growth and GDP per capita. Figure 6 tends to confirm the hypothesis. Points on the graph are concentrated along the y-axis, but overall the graph shows a negative relationship. Countries with high GDP per capita, such as Denmark, Norway, and Austria, have the lowest birth rates. Countries with low GDP, such as Zambia and Cameroon, have higher population growth. Outliers include Luxemburg, which has the highest GDP per capita yet

a population growth rate similar to that of Cameroon and Zambia. The reason for Luxembourg's population growth may be high immigration into the country.

Pearson's correlation coefficient is -0.398, indicating a moderate, almost strong negative relationship. Probability is found to be 0.000, which means that this relationship is statistically significant. If Luxembourg alone were removed from the plot, the value of r would shift from -0.398 to -0.435, and the relationship would be stronger.

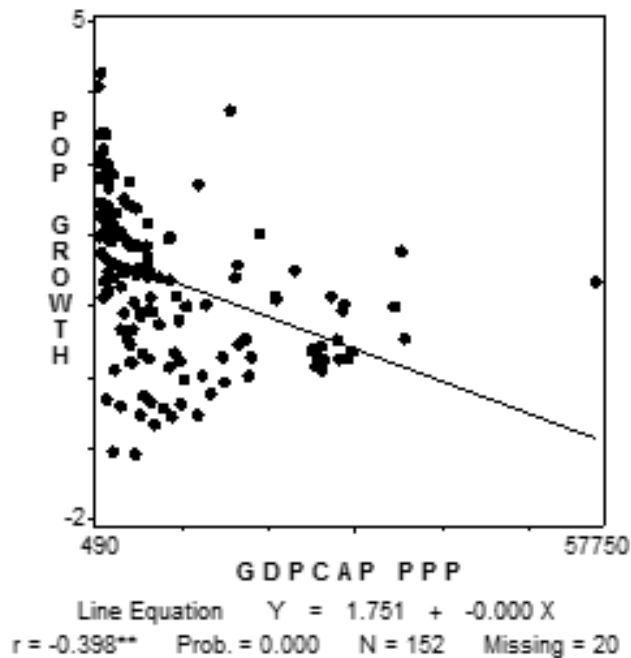


Figure 6: The Relationship Between Population Growth and GDP Per Capita

Political Variable

Population Growth by Political Stability

The seventh hypothesis indicates no relationship between population growth and political stability. Figure 7 disagrees with the hypothesis. It shows an overall negative relationship: the more politically stable the country is, the lower its population growth. For instance, Malta and Iceland are very stable politically, and they have low population growth. On the other hand, Sudan and Nepal are politically unstable, and they have high population growth. Outliers include the United Arab Emirates and Qatar. These two countries are stable politically, yet they have very high population growth. These two countries appeared as outliers previously, in the analysis of levels of educational attainment and contraceptive use, and the reason for their high population growth is immigration.

Pearson's correlation coefficient is -0.335, which implies a moderate relationship. Probability is found to be 0.000, meaning that this relationship is statistically significant. If the two outliers were removed from the plot, the value of r would change from -0.335 to -0.423, making the relationship a strong one.

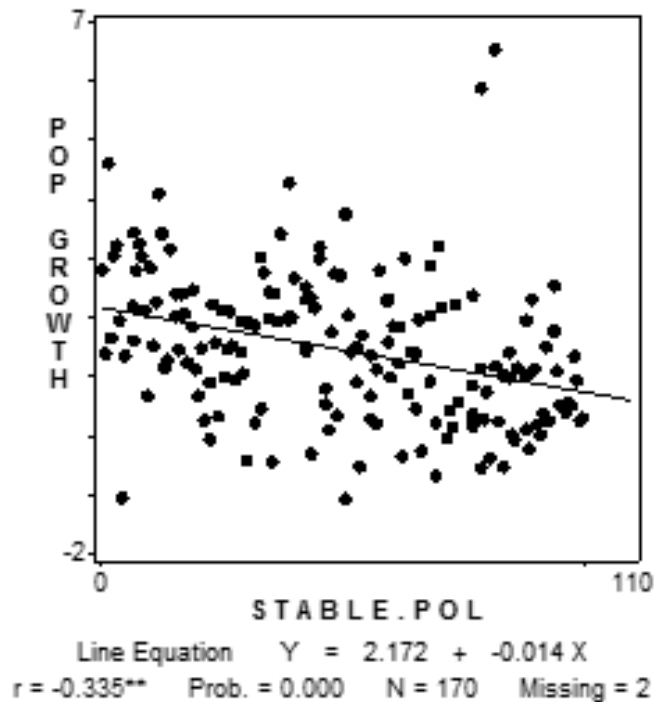


Figure 7: The Relationship Between Population Growth and Political Stability

Table 1 lists the independent variables examined in this study and presents their respective levels of association with the dependent variable of population growth.

Conclusion

The research presented in this paper explores the various factors that correlate and may contribute to population growth. The topic of population growth has been controversial. Some scholars are optimistic, and others are pessimistic about the problems of continuing population growth. To solve the controversy, it is important to know the factors affecting population growth. Following the literature review, seven factors were classified into three groups: social, economic, and political. All seven hypothesis were tested using the MicroCase 2013 Global file.

Many believe that population growth has caused or will cause massive problems, such as famines and starvation through an inability to meet the essential needs of the

Table 1: Measures of Association

Variables	Measure of Association	Interpretation
Social Variables		
Education	$r = -0.627$	Strong Relationship
Child Marriage	$r = 0.439$	Strong Relationship
Contraception Use	$r = -0.555$	Strong Relationship
Religion	$r = 0.527$	Strong Relationship
Economic Variables		
Globalization	$r = -0.391$	Moderate Relationship
GDP Per Capita	$r = -0.398$	Moderate Relationship
Political Variable		
Political Stability	$r = -0.335$	Weak Relationship

growing population. Other consequences, it is argued, include climate change. More population means more consumption of fossil fuels, thus faster global warming. Furthermore, overpopulation makes it hard for a government to provide a good quality of life for everyone, and it can also lead to higher unemployment, which leads to higher crime rates. The findings were examined by group and individually. Within the group of social factors were four variables: education, child marriage, contraception use, and religion. The finding of this research for this particular group of variables is that countries that are less religious, have a good education system, have a low rate of child marriage, and have a high contraception use have the lowest population growth. Among the four social variables, education has the strongest correlation: the better the education system, the lower population growth is going to be. Educated couples contribute equally to society; they want to have time for themselves and enjoy a good lifestyle, as well as make sure that their children are well educated and have a good quality of life. For an educated couple, it is about the quality of their own and their children's lives, not the quantity.

Within the economic group of variables, the research tested how globalization and GDP per capita correspond to population growth. Findings in this group suggest that countries that are more open to the world economically, culturally, and socially, thus more globalized, are more likely to have a low population growth. The findings also suggest that countries with a high GDP per capita have low population growth. The results tend to confirm the original assumption that poorer countries have greater population growth. The reasoning was that in poor countries people have less access to a good education, less knowledge of contraception use, higher unemployment and underemployment, and less gender equality—all factors that tend to correlate to high population growth.

Finally, within the political sphere, the research tested the variable of political stability. The findings suggest that, as hypothesized, there is no relationship between political stability and population growth.

The findings on social variables offer some interesting implications for national governments and international institutions that strive to control population growth, whether by increasing or decreasing it. The results suggest that cultural and social factors are the key to motivate people in regard to population growth. For example, for policy makers in countries like Japan, Russia, or Italy, who desire to promote population growth, effective strategies can focus on manipulating social variables to encourage people to have more children, such as emphasizing the idea through the education system or reducing encouragement for contraception use. Similarly, for countries like China that try to reduce population, the study offers another implication: perhaps the best way to solve the controversy of population growth is by having in place concrete ways that strive to keep population growth at a steady and balanced level.

Given that social factors seem to have the highest correlation to population growth, further research into social factors may help with developing effective ways to set population growth at a balanced and steady level. In addition, more predictions of population growth in different countries can be helpful in understanding the problem and envisioning the future impact of population trends. Finally, additional study of political variables could help determine whether and how political factors influence population growth.

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Reciprocal Ekphrasis: Images and Poems, Poems and Images

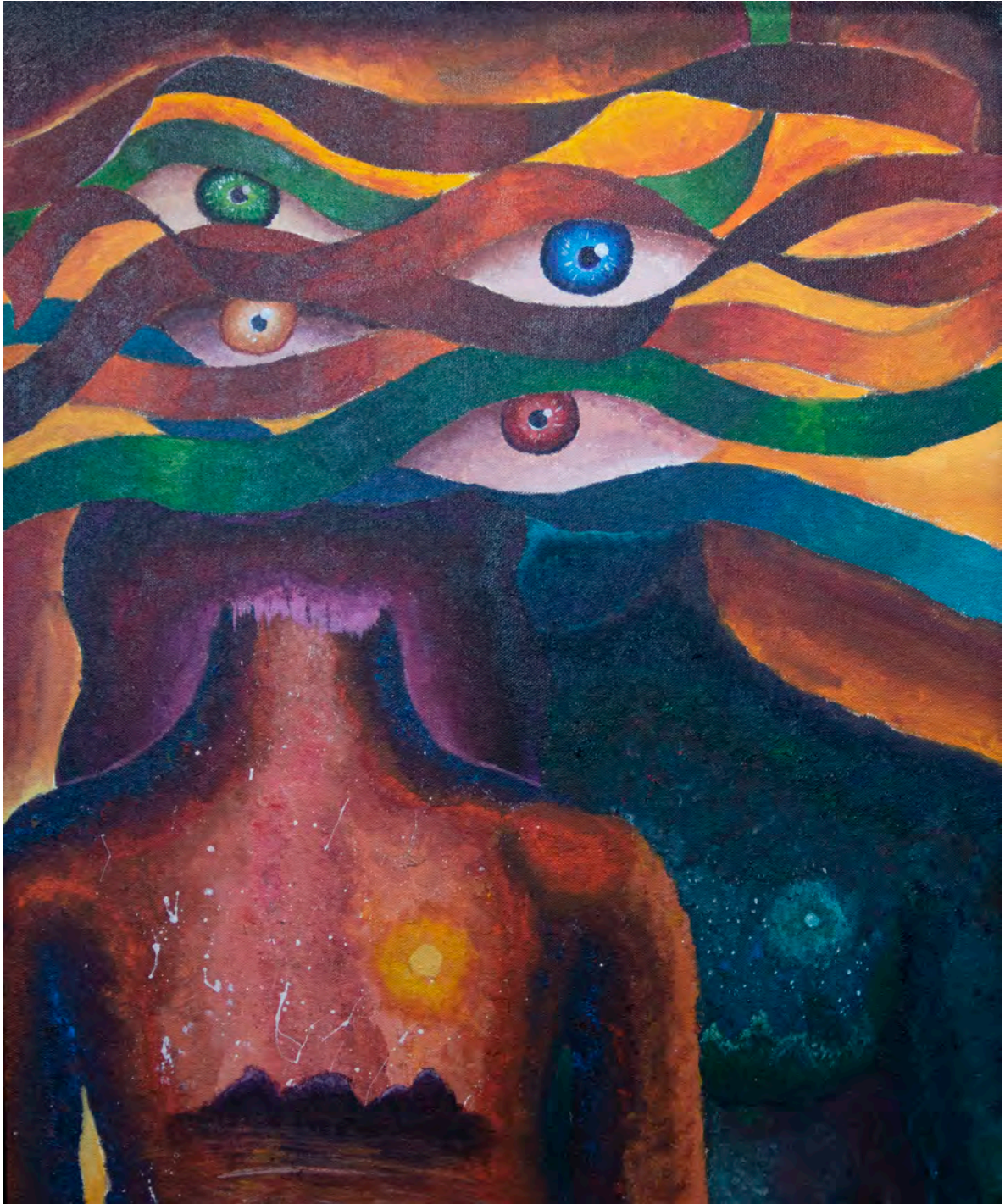
Faculty Coordinators:

Robin Greene, Professor of English & Writing; Director, Writing Center

Vilas Tonape, Associate Professor of Art; Chair, Department of Art

The word *ekphrasis* comes to us from ancient Greek and ordinarily refers to a literary response to a work of art. The artists and poets participating in this exhibition have taken liberties with this definition to create both literary and visual responses. Throughout the fall 2019 semester, student poets generated poems to which student artists responded—creatively and anonymously—and, in turn, poets responded to paintings.

Five student poets and eight student artists are represented in the exhibition, and their reciprocal responses are shown in the following pages. Professors Tonape and Greene organized the project and conferred to select the works displayed here. The exhibition is the first interdisciplinary project between the Art and Writing programs, and offered Methodist University students a unique opportunity for artistic collaboration.



DeeOnna

Moon and Sun

Champagne Lips

—Akejah McLaughlin

Whether it's in urge
or awe, ours tongue brush past each other
as bristles of your beard
caress my chin.

Cotton seams carry our sin. Wrestling
with fate. In eagerness,
we kiss our friendship goodbye.

Only your umber brown eyes
and the slits between white bedroom blinds
blanket our secret.



That Blue

Kulén Dooley

That Blue

—Charles Canady

After coating my body in
baking powder
to hide the stench,
and after my well-
crafted farewell note,
and the laying out
of my ID cards
on the bed,
I slipped the noose around
my neck
to silence the
voices in my head.

And silence them I did
with instant regret
and slow suffocation—
bulging eyes, unwilling,
unable to draw
one more breath.
The creaking noises
of the rope
my only sound.
I turned blue.

Not that blue I saw
in the Atlantic
below the Cliffs of Moher,
not the blue
of exploding fireworks
that warm Indian summer,
but the disappointed blue
of a dislocated death.

Having silenced the voices
and traded my years
for rope,
I lay in the box,
with eternity
in my ears,
having exchanged hope
for darkness,
and the voices
of my thoughts
and emotions,
dreaming of that blue
I once saw in the ocean



Mary Sue Parker

Colors

Carried by Color

—Charles Canady

The penny that was given
to me by father
I rubbed with my thumb until
it shone a brilliant copper
change from where
he took me on that ride
at the county fair

to forget about mom
and yellow urine bags
red soaked nightgowns
and filthy rags in pink pails
our clothes still clinging to
hospital smells

he reminded me heaven
could still be blue
—like mom's bonnet,
a little balm of sun
or secret color I carry
in my heart pocket.



Beach Evening Cabaret

Jordan Saunders

Beach Evening Primrose Cabaret: Sang the Flower to the Bee

—Chris Miller

What's shakin' sweetheart, don't zing
by in a huff

My honey, honey, honey, honey dew
buzz

Bu-buh bu-buh bu-bubuh bumble bee
buzz

Vibe of your wingbeats makes my heart
go flub-flub

You've got the password, sugar, make
my petals zuzz-zuzz

Your sonic nature makes me love you,
wanna squeeze you because

You are my bee, mystique, all covered
in fuzz

Peak frequency, now baby, make my heart
go prum-prum

Like when you touch me, oooh, ion
channels flood

My pollinator, devastator, I'm in love
with your buzz

Come up and see me sometime just like
Mae West because

You are my bee, mystique, so sleek,
bu-buh bu-buh buzz

Your good vibrations make my heart
go thud-thud

Make me sing, our magic fling like
manna springs from above

You got that moxie, sweetie, treat me,
know I can't get enough

I'm contemplatin' our next meetin' I just
can't wait because

Bu-buh bu-buh bu
baby

Lu-luh lu love you,
my bee

Come back and see me
maybe

Buzz, buzz, buzz.



Kristen Oliva

Paper Void

Paper Heart

—Pamela Rondo

I fold the paper,
heart shaped,
knowing that it,
like us
won' t last.
Tears fall,
and I watch
ink wash the lines away—
smears of lavender
and blue
flood dark
like rain.
Little by little
I unfold
the possibility—
a breaking
of my heart,
the suffering,
ache,
grief—
as we part.
This paper heart,
no longer
whole,
fractured
by you
in all this
sorrow,
for it was only
a maybe,
not a guarantee.



Tom Gore

While Drinking Coffee

While Drinking Coffee

—Pamela Rondo

Fresh aroma of caffeinated beans
send waves of morning bliss—
coaxing me to pour
a cup of this sunrise,
this scalding brew,
earth-rich, faded-black.
As the hot boiling brew
reaches the bottom of the cup,
invigorating my senses, I
take a seat at my kitchen table,
and I'm taken back to a place long
forgotten,
standing in leather, leaning
against the brick wall of a café,
coffee in his hand, as I now
hold this cup in mine. The sun
was seeping into shades of violet,
and an ashy shadow fell across
his face—I startled when I noticed
he had been watching me,
watching him. As he drew near
harvesting
himself from the wall, icy-shivers
poured down my spine, and
I looked into his mocha eyes as he
asked
in a soft, deep, beckoning voice
my name. I told him
in a whisper, as if it were
a secret, a doorway, an answer.

Soon, I was tampering with fate,
hypnotized by his presence, his
brewing masculinity and power,
as I accepted a ride on the
back of his motorcycle—
the smoothness of his leather,
the raw ruggedness and authority
he held, while slipping in and out of
traffic.
He left me intoxicated, wanting more.
We stopped at the top of the hill,
overlooking the town; the cars
looked like chocolate-covered ants,
the streets lit by lightening bugs,
the moon set high now and casting
a warm glow on his face. I remember
the moment so clearly as he reached
out for me,
pressed his spicy-wet lips to mine,
lost in the moment I felt like a
butterfly,
and then a cocoon once again as he
left me back in the café, wondering why.
Sipping coffee now, I long to tell him
I wish to wrap my arms around that
body of his, to feel the smoothness of
his leather, to take another ride with
perhaps a different conclusion.
It's strange how I feel now, this memory
that still leaves me so hot and
bothered.



Sierra Romero

My Other Half

The Cold

—DeeOnna Denton

The first time I felt
lonely as a child,
I sat on the living room floor,
making up stories in my head.
Time comes to a standstill
as a haze passes over.
Instinct kicks in
causing my eyelids to peel
back like window shutters.
Slow rapid blinks
as I stare into the fog.
Coldness seeps in
starting with my toes.
Far too young to understand
loneliness.
I have never been this scared before.
My voice gives out during an attempt
to call my mom, cleaning in the other
room.
Instead, I sink back further
into the rough fabric of the couch.
Heart thumping as I close my eyes
and start to shake.
I whimper as this new sensation
slowly fades away, but
it's still five steps ahead,
patiently waiting.
I continue to grow up with this
cold sensation buried deep inside me.

The cold sits there still,
too tired and cozy to change homes.
That's a lie.
Time with its belly too large
to fit through that damn door.
You feed it.
It's not my fault
I can't handle being alone.
That's a lie; you don't even try.
Even surrounded by family and
friends,
the coldness creeps in.
I want to feel normal.
I need to kill off that part of myself.
My hand shakes as I aim the gun.
I can't do it. I want to stop feeling
alone.
You won't. It keeps coming back.
I have no choice but to learn
how to cope with being by myself.
It frightens me still.
Yet, through resentment a bond
forms.
Two sides of me
struggle to live together.
It's a cycle;
we both take turns.



Karen Britton

Decalomania

Doppelganger

—DeeOnna Denton

The flesh on my
knuckles cracks
apart as I pound

my fist into
the mirror,
falling back with violent

breaths until
the word *crazy*
squeezes past

my lips,
and I must cradle
my glass-bloodied

fingers. Burning
tears plummet
like asteroids,

red-streaked with
each day
passing by.

I have no
appetite, and I'm too
quick to anger.

I remain
divided, yet
my past

self is dead.
But shall I
grieve the ole

bastard? Stages
of my life
hang on a wall—

a god-damned smile
frozen in each
piece. I can't

remember
where I stop
and a picture begins.

The ground
strewn with sharp
fragments.

Crimson footprints
leave a trail, a
bleak indicator

I've lost my way.

About the Contributors

Jason Aguilar will graduate from Methodist University in May 2020 with a Bachelor of Fine Arts degree in Graphic Design. He was born and raised in Huehuetenango, Guatemala, and has been interested in photography, film, art, and design since the age of 13. He hopes to work as a graphic designer and keep pursuing his dream to become a filmmaker.

Mohammad Alshalalda graduated from Methodist University in December 2019 with a bachelor's degree in Political Science with a concentration in International Relations. A member of two academic honor societies—Pi Sigma Alpha for political science and Alpha Chi for overall scholastic achievement—he also minored in Legal Studies and Mathematics. While at MU, Mohammad participated in the Speech and Debate team and interned with the Cumberland County Dispute Resolution Center. Mohammad also developed his non-profit organization Nawafith for Social Development, which is based in Palestine, his homeland. He attended the United World College in Maastricht, where he obtained his International Baccalaureate.

Daniella Amsterdamer graduated from Methodist University in May 2019 with a bachelor's degree in Political Science, with a concentration in International Relations, and a minor in Public Administration. While at MU, Daniella was a member of the Leadership Fellows; Pi Sigma Alpha, a Political Science honor society; and the National Society of Leadership and Success, Sigma Alpha Pi. Originally from Israel and England, Daniella lives in the Netherlands, where she is pursuing a master's degree in International Relations. She hopes to secure a political position relating to Israel.

Karen Frances Britton was born in Honolulu, Hawaii, but Fayetteville NC is her home. She is currently enrolled at Methodist University as a Graphic Design major and expects to graduate in 2021. Upon graduating, she will pursue a career in graphic design with a focus on illustrative and typographical design. When not working on academics, Karen enjoys playing the guitar and powerlifting.

Charles Canady is an artist, writer, and poet from Fayetteville, North Carolina. His writings have been published by *Pinesong*, *The Fayetteville Observer*, *The Olive Press*, *Tapestry*, *MU Today Magazine*, and *Carolina Country* magazine. He is the recipient of the 2019 and 2018 Sherry Pruitt Award for Poetry from the NC Poetry Society. His poem "Proud Plow" was a finalist for the 2017 NC State Poetry Contest. He is currently pursuing a Bachelor of Arts degree in Writing at Methodist University. When he's not creating, he enjoys spending time with his wife and three children, and choking a tune from his fiddle.

Maria Choi grew up in Fayetteville and plans to graduate in May 2021 with an English major, Spanish minor, and TESL certificate from Methodist University. In the future, she is interested in teaching English and writing short stories and novels, but ultimately she is looking to live her life wholeheartedly for God, wherever that might take her. While Maria

does not agree with all of Frederick Douglass's views, her research provoked her to ponder the responsibility of each individual to fight against injustice and inequality. She hopes her paper will similarly prompt readers to think about standing up for justice and freedom, and to aspire to create a society in which change can happen through understanding and empathy rather than violence.

Alexis Cohan intends to graduate from Methodist University in May of 2020 with a Bachelor of Music degree in Music Education with a focus in Instrumental Music. She is originally from West Palm Beach, Florida, but moved to Bolivia, North Carolina, in 2007. During her MU career, Alexis was in the Marching Band for three years and served as drum major for two of those years. She was also a member of the MU Concert Band and the MU Chorale, served as vice president and president of MU's chapter of the National Association for Music Educators, and was a member of Kappa Delta Pi, as well as participating in other clubs and organizations. Her inspiration for writing this research paper came from her 10 years of playing clarinet and her interest in how the recorder, specifically, was said to resemble the human voice. After graduation, Alexis plans on becoming a high school band director. Alexis dedicates her paper in loving memory to her grandfather, Harry J. Cohan.

DeeOnna Denton is the only student to participate in the Reciprocal Ekphrasis project participant as both a poet and an artist. She is from Fayetteville, North Carolina, and is a senior, majoring in Graphic Design. DeeOnna enjoys oil painting and creating ink illustrations. She hopes to be employed as a graphic designer or an illustrator. When not busy with design coursework, DeeOnna plays the ukulele.

Kylen Dooley is from Fayetteville and is majoring in Graphic Design. Kylen loves to draw in pencil and digitally, and hopes to be employed as a graphic designer. When not drawing or studying, Kylen enjoys animating. She is a senior at Methodist University.

Cameron Dubin has studied Fine Arts at Methodist University.

Cristina Gillard plans to graduate from Methodist University in May of 2020 with a Bachelor of Science degree in Elementary Education. She is originally from New Jersey but has spent the last 23 years traveling the country as an Air Force wife. She currently means to remain in the Fayetteville area as an elementary school teacher. She has presented at the MU Symposium and the NC Teachers of Mathematics Conference. While a student at MU, she has served as president of both Students of North Carolina Association of Educators and Kappa Delta Pi, as well as being an active member in several other student organizations and honor societies. She has a passion for teaching and helping every child understand and succeed.

Tom Gore is pursuing his Bachelor of Fine Arts in Graphic Design with a minor in Music. Born and raised in Newport, Rhode Island, Tom has retired after twenty years of service in the Army, where he served as an Apache Longbow helicopter pilot. He deployed to Afghanistan three times and to Iraq during the surge. He has been awarded the Meritorious Service Medal, eight Air Medals, and the Army Commendation Medal, with a "V" for

valor. Currently, Tom is a defensive lineman for the Methodist Monarchs football team, enjoys acting, and invites people to check out his website at www.imdb.me/tomgore.

Jenna Landis is originally from Indiana and came to Methodist University to pursue a career in the tennis industry. Shortly after her arrival in North Carolina, Jenna realized that she wanted to pursue a career in accounting instead. She graduated in December 2018 with an Accounting degree and a concentration in Professional Tennis Management. After graduation she went to work with XDIN, Inc., in Greensboro NC as a junior accountant and now plans to move back to Indiana to focus on studying for the CPA exam and working toward a master's degree in Finance. She is interested in becoming a financial analyst or an internal auditor.

Akejah McLaughlin is a Fayetteville native, majoring in Psychology with a concentration in Clinical Counseling. She aspires to become a licensed professional counselor and hopes to have her own private practice. Akejah loves to dance and is currently the head captain of the Methodist University Dance Team. She is a graduating senior.

Chris Miller is a North Carolina native who enjoys creative writing and uses his writing to transform academic concepts into something more fun and readable. When he's not scribbling in his notebook, Chris works with plants and spends time with his family. He is a recent graduate of Methodist University and majored in Biology.

Heather Miller is a Christian ceramic sculptor and painter, who teaches art to children in a home school setting with a focus on biblical principles. She graduated from the United States Military Academy with a degree in Sociology and served in the Army for eight years. After separating from service to be a homemaker, she attended Cameron University in Lawton OK and Methodist University, and earned her degree in Arts with a concentration in painting and ceramic sculpture. As an Army wife and mother of two boys, she uses her passion for art to encounter God, believing that creating art helps bring about revelation and joy. In her art she expresses her spiritual passion and playful nature.

Kristen Oliva is from Willow Spring, North Carolina, and is a senior majoring in Graphic Design. Kristen loves to draw both in pencil and on the computer, and looks forward to finding employment as an illustrator. If she is not drawing or studying, Kristen enjoys playing video games and teaching herself animation.

Mary Sue Parker is majoring in Graphic Design at MU and expects to graduate in the year 2021. Along with art and design, Mary Sue loves to seek adventure in God's beautiful creation with her friends and family. Originally from Saxapahaw, NC, she has many dreams for future careers, such as traveling as a merchandise designer for a band and also designing on movie sets, but ultimately she looks forward to going wherever the Lord calls her.

Kseniia Petrova is an international student from Russia pursuing a bachelor's degree in Mass Communications with a concentration in Journalism and a double minor in Management and Leadership Studies. She is planning to graduate from Methodist

University in December 2020. Before coming to the US, Kseniia earned an International Baccalaureate from the UWC-Dilijan in Armenia as a member of the first graduating class of the school. At college, Kseniia took on many roles, including being a president of both MU Reports News Show and MU Speech and Debate team, resident assistant, Leadership Fellow, and SGA senator. She also was involved in creation of this volume of the *Monarch Review* journal. Various honor societies have recognized her academic achievements, among them Alpha Lambda Delta, Pi Kappa Delta, Omicron Delta Kappa, and Pi Kappa Pi. In the future, Kseniia intends to pursue a master's degree in Linguistics Studies.

Sierra Romero was born and raised in North Carolina. She is currently majoring in Graphic Design and minoring in Marketing, and expects to graduate in 2020. Although Sierra has always had a strong interest in the arts, it was not until she decided to attend MU that she began to aspire to a life and career as a visual artist. After graduation, she hopes to pursue a master's degree.

Pamela Rondo is from Henderson, Kentucky, and is majoring in Social Work and minoring in Writing. Pamela loves to write short stories and hopes to be employed as a clinical social worker, using creative writing as a means of therapy. When not writing or studying, she enjoys spending time with her family and playing video games. She is a junior at Methodist University.

Jordan Saunders is from Raeford, North Carolina. She is an aspiring Graphic Design major with a minor in Painting. When not in class, she pursues her other passions, including illustration and creative writing. Though by no means a film buff, she has a great love for cinema, especially horror filmography. Jordan hopes to graduate with her arts accreditation in spring 2021.

Ieshia M. West graduated *magna cum laude* from Methodist University in December 2018 with a bachelor's degree in Social Work and a minor in Sociology. A Maryland transplant, in 2015 Ieshia enrolled as a full-time student in the MU @ Night program. At MU, Ieshia was responsible for or participated in over 50 campus and community projects, all with a focus on helping others. She received the Deborah Murray Outstanding Social Work Student Award, the Outstanding Social Work Senior Award, the Student Officer of the Year Award, and the Sam Edwards Award for Academic Excellence, Spiritual Development and Community Service, and was elected the Distinguished Graduate of her graduating class. After graduation, Ieshia was recognized by *The Fayetteville Observer* in their "40 Under 40" 2019 class of forty of the area's top young business professionals and community leaders. Ieshia currently is employed with Connections of Cumberland County, a non-profit organization serving women and children who are homeless or at risk of homelessness, where she currently serves in a number of capacities, including as the volunteer coordinator. Ieshia attributes her achievements to her intense passion for community involvement. She will continue researching volunteerism among young people with the end goal of more publications and public speaking to enhance volunteerism in Fayetteville and in the country.

MONARCH REVIEW

**TAKE NOTE that the journal has been suspended effective January 2020.
If production resumes, we will include your work
in our review process.**

Submission Guidelines

The *Monarch Review* publishes both creative and scholarly achievements by MU undergraduates. If you are interested in being considered for publication, please email your work to monarchreview@methodist.edu after October 1 and no later than January 31.

Seniors graduating in the spring semester may submit their work at any time during that semester.

For both creative and scholarly works, in addition to electronic submission, you must have a faculty sponsor and complete the Student and Faculty Agreement (www.methodist.edu/monarch-review), and deliver the form to Baylor Hicks at the Writing Center.

Creative Work

The *Monarch Review* **will** accept paintings, photographs, and other forms of visual art; musical compositions; audio files of music recitals; and videos of dance or theater performances.

The *Monarch Review* **will not** accept creative literature (poems, stories, play scripts, etc.). However, submission of creative texts to *Tapestry* is encouraged. (Contact Dr. Michael Colonnese to find out how to submit to *Tapestry*.)

- **Paintings, photographs, and other visual images** should be formatted at 300 dpi for an 8 inch by 10 inch reproduction. Alternatively, submit the richest data file you have available. Please submit your work in a .jpg or .gif format.
- **Musical compositions** must be scanned and submitted as a .pdf file.
- **Music recitals** may not exceed 7 minutes and can be submitted in .mp3, .mp4, .wmv, or .WAV format.
- **Dance or theater performances** may not exceed 7 minutes. They may be submitted as .mp4 or .vlc files.

All work must be either original or an original interpretation of a pre-existing work. The work must be submitted by the artist. If your creative work does not fall under any of the parameters listed above, please feel free to email monarchreview@methodist.edu with your questions.

Scholarly Work

The *Monarch Review* accepts research papers, critical essays, and research and literature reviews.

- Submit all works electronically in doc or .docx form.
- Works must conform to the standard style of your paper's discipline (MLA, APA, Chicago, etc).
- Works must be fewer than 6,000 words and be in 12-pt Times New Roman or 11-pt Calibri font.
- Figures, charts, graphs or pictures must be submitted in .jpg format **in a separate file**. All images will be printed in black and white, so take care that they are still legible and informative without color. Clearly indicate where to insert each figure in the body of your text. o Ex: This sample text shows how to indicate where a figure goes in your paper (Insert FIGURE ONE).
- It is highly recommended that you have a consultation with a writing consultant at the Writing Center prior to submission.
- Students concerned about dual publication are advised to submit a research news report in lieu of a complete research paper.
- Research papers written for English composition classes generally do not meet the journal's standards and are not eligible for submission without prior authorization from the senior student editor or the coordinator.

Questions? Contact Managing Editor Baylor Hicks at sbhicks@methodist.edu or 910.630.7264 (Writing Center).

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