



Lack of finals week causes stress

BY ADAM GENTILE
 Managing Editor

During the 2019 fall semester, the students and faculty of CCM were the first to experience the change from a 16-week to a 15-week semester. The transition has elicited stress among students and feelings of concern among members of the faculty.

The change was announced in the fall of 2018 as CCM was considering a shift to the calendar, according to Dr. Bette Simmons, manager of the project and vice president of Student Development & Enrollment Management. According to reporting done by the Youngtown in the May 8, 2019 edition entitled "Shortened CCM semesters starting fall '19," Simmons said last year that a committee was put together to consider various options, where research was done on the calendars of other colleges and universities. Student enrollment trends were analyzed, and the committee met with several groups, like the Inter-Club Council, academic departments, student services, and College Council, before submitting their final recommendation to CCM's



PHOTO BY LUNA WROBLEWSKI

Nico Tenorio preparing for finals overload.

Board of Trustees for approval.

Laura M. Gabrielsen, a professor in the English and philosophy department and a member of an academic course redesign project, said that members of the faculty were not involved in the decision to transition from a 16 week semester to a 15 week semester.

"Faculty were not involved in that decision; it was just handed to us," Gabrielsen said. "I don't care what anyone tells you, faculty were not involved, there was no input from faculty, we were not asked about it, we were not told it

was coming."

In response to the claim made by Simmons that the faculty were involved, Gabrielsen said that if there were members of the faculty that were consulted, they were most likely novice faculty members.

"I don't know if they even had a committee that discussed that, but if there was faculty [that discussed the calendar], I'll tell you now they were brand new faculty that did not know any better," Gabrielsen said.

The current course redesign

project that Gabrielsen is a part of was created in the middle of the fall of 2019. The project is designed to revamp several aspects of CCM's academic system, and is split up into various sub-groups including a group that looks at the class length and one that is re-examining the 15 week semester. Gabrielsen mentioned that at the last meeting, talks arose of returning to the 16 week semester.

"It came up at the last meeting that we had, that the faculty that were on the committee began to question, are we going to examine going back to the 16-week semester," Gabrielsen said. "Which evidently, if it was something that was not being thought of, I think now it is."

Gabrielsen mentions that last fall, she heard unsatisfactory opinions from returning CCM students.

Gretchen Ruoff, a film major, has experienced both the 15 and 16-week calendar during her time at CCM, and said that the change made her concerned at the end of the semester when there was a snow day on a day that she was supposed to have two finals.

"I didn't notice much, but with the snowstorm, it made me wor-

ried," Ruoff said. "I had two finals scheduled for the day of the storm, and I was worried about if they would be graded as an incomplete rather than studying. It added extra pressure to the whole situation."

Ruoff mentions that in order for her to make up one of her finals, she had to rearrange her work schedule.

"I had two finals to makeup," Ruoff said. "One was done online instead of a presentation, and one was done on the Thursday of the new semester, so I had to move my work schedule around because I wasn't planning on having a class that day."

Ruoff said that her professors did try to arrange their schedules to try to minimize the harm of potential snow days.

"My professors worked hard to plan their classes so nothing was rushed," Ruoff said. "The only thing that was rushed was preparing a presentation that I would have talked to during class."

Dr. Maryanne Garbowski, a professor in the English and philosophy department, said that while the schedule is hard on the

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A student's journey to becoming an international women's doctor starts on a Colombian pig farm

BY DAVID FLEITAS-GUILLEN
 Contributor

Far off on a farm nestled in Colombia, a rotund, rose-tinted pig, a gilt in this case, lies on its side snorting in intervals, awaiting the canal of life to stream forth her new offspring. After a time, immeasurable with only human intuition but crackling with anticipation, a snout, then a head, then a piglet spring forward all at once, immediately followed by the amber-stained afterbirth. Barely enough time to catch one's breath.

For many, glopping off blood and other birth-related fluids from a freshly born creature is not their preferred method of spending an evening, but for Alexandra Quintero, it felt like the birth of a calling, a moment to spark moments, an empowerment of the capabili-

ties and complications that make women the heroes that they are.

"I went to Colombia when I was about 10, and my mom's family has a farm that my grandfather made. My aunt had a pig there who was about to give birth, so while I was there, I witnessed the birth of these pigs. I saw the whole process, and I helped clean up the pigs. From that moment on, I was just hooked. I was hooked on concepts like childbirth, maternity and maternity rights," Quintero said.

"It just sparked something in me, and I knew it was something that I just had to do," Quintero said. "I know some people are grossed out by it, but it's just something very powerful that a lot of women go through. It's just very natural and very empowering."

According to the World Health Organization, 295,000 women died every day in 2017 due to maternal

causes, such as pregnancy complications and post-partum infections. Also, "the risk of a woman in a low-income country dying from a maternal-related cause during her lifetime is about 130 times higher compared to a woman living in a high-income country."

In Quintero's senior year of high school, she grew insecure and anxious about the time and effort needed to become a doctor, and she instead opted to begin her studies at County College of Morris by majoring in international studies. This led her to do some soul searching: even though she loves learning about cultures and societies, she felt that her true passion was public health. Her calling was to be a medical doctor. She recalled the times when her uncle, who is a doctor in Colombia, guided her father through the steps and procedures that doctors in New Jersey

were performing on her mother when she was sick.

Quintero was raised in Rockaway, New Jersey, and hopes to become an OB-GYN, which is a doctor who specializes in women's health, where she will eventually lend her future expertise to international organizations on public health. She is the founder of the National Model United Nations club on campus and currently serves as its vice president, as the president is currently Gabriela Calvin.

Quintero and Calvin met in an English class that they had together. They slowly bonded over commonalities they shared between their families, speech class, laughter, and, most essentially, sharing snacks. Calvin, an instinctual introvert, reminisces over the traits that led her to move from the back of

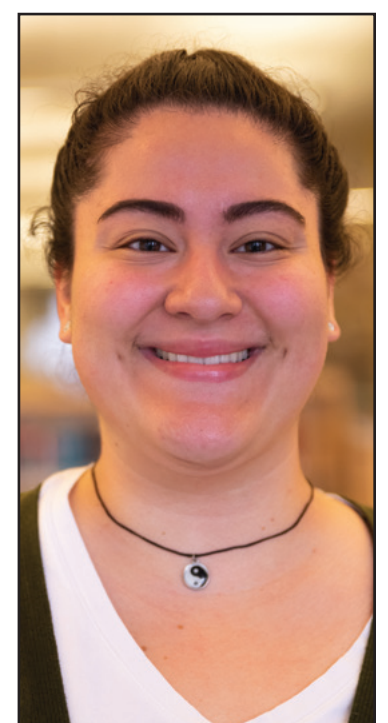
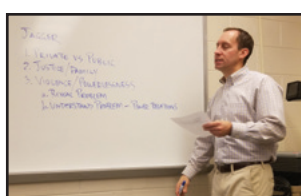


PHOTO BY LUNA WROBLEWSKI

Alexandra Quintero, current student and aspiring doctor.

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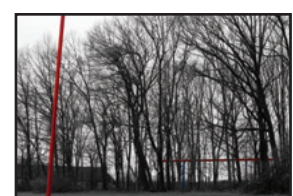
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Are you incapable, or are you just lazy?

BY JARED BRODSKY
Acting Opinion Editor

The year is in full swing. Students are being hit with a familiar workload, and find themselves asking a familiar question: "Do I have the ability to thrive in this academic environment?" Students often feel overwhelmed by homework and exams, especially as the semester progresses and they begin to fall behind in their studies. Discouragement sets in, grades drop, the question is seemingly answered: "I'm incapable." There is, however, a more realistic question to ask here, namely, "Am I willing to do what's necessary to succeed?" Excuses abound in high-pressure situations, and college is no exception. It's easy to blame poor performance on external circumstances. It's easy to abandon responsibility when failure seems imminent. Instead of surrendering in the face of great difficulty, we should examine the ways our difficulties can be overcome. Before assuming that you've done all that is necessary to succeed in school, here are some things to consider.

Don't just memorize. Study to understand.

Too often we hear students complaining that they won't be able to memorize everything that might show up on an exam. Even if we ignore the fact that a degree is worthless if a student doesn't come away with a comprehensive understanding of his or her area of study, it is still counterproductive to attempt to simply memorize material. Contextual understanding of the ideas covered during a semester of courses doesn't only serve to improve test scores, but also serves to improve performance in subsequent semesters. Classes, at least within a certain major, do not behave as individual entities, but rather set the foundation for later courses. For example, English Composition I provides students with the knowledge of grammar required for English Composition II and beyond. If a student crams for an exam this semester, only to forget the information immediately afterward, how will they fare on their exams next semester? Surely not well. Students should always seek a deep understanding of their studies, not only for

the sake of their grades, but also for the sake of their own intellect.

Be proactive.

The average student is passive in their education: they show up to class on time, sit quietly, immediately stare, as if mesmerized, at their phones, and, in short, do the bare minimum of what's required of them. They don't participate in class discussions, and they don't seek extra help when things confuse them. Students tend to avoid participating in discussions with classmates, or even with professors. However, avoiding these things is a huge mistake. Engaging with classmates and professors is an incredible way to clear up any confusion regarding class material. Holes in reasoning can be patched up, and misunderstandings can be corrected. Rather than giving up on a chance to excel, students should remain as active as possible in their pursuit of education. Participate in class discussions, see your professors for extra help, do all you can to make sure you extract every possible ounce of information from your classes.

Budget time effectively.

By attending school, you are agreeing to set aside an adequate amount of time for study. CCM's website states that for every hour spent in the classroom, students should expect to study on their own for an additional two hours. This means that a student enrolled for fifteen credits should be spending about twenty hours per week on 'outside of the classroom' work. This is where most students make their biggest mistake—they don't budget their time effectively.

Twenty hours per week equates to just five hours each weekday, or less than three hours per day if weekends are included. This might still seem like an impossible amount of time to spend on schoolwork, but there are many things a student can do to fit three hours of study time into his or her day.

The easiest way to make time for studying is to spend less time engaging with electronic media. According to Nielsen's media report, people between the ages of 18 and 34 spend about six hours per week on social media, still only a small fraction of the time spent watching televi-

sion, which comes in at a whopping four hours per day. Putting down the phone and shutting off the TV is a surefire way to free up enough time to get your required schoolwork done.

Aim to learn and the degree will follow.

Everything stated so far is probably for naught if you're only in school to earn a cheap diploma. A diploma is quite useful, but if it serves as your sole motivation for getting through college, then you're fighting a losing battle. The best way to improve your chances of success in school is to find enjoyment in your studies. If you develop a sincere interest in your classes, then your schoolwork will become less tedious and more fun. Have a chat with the most active members of your classes, or ask your professors what drew them to their areas of study. You'd be amazed at the interesting things you can pick up in courses that seemed boring at first glance.

Degrees take time and effort. You may as well make things a little bit easier on yourself. Find your motivation, have some fun. You're more than capable.

THE YOUNGTOWN EDITION

letters to the editor

Letters must include the writer's full name to be considered for publication. All letters may be edited. Not all letters may be published.

Submit your letter by emailing
youngtownedition@gmail.com

Letter to the editor: Article a 'page turner'

Dear YE,

The "Youngtown in Turmoil" article was a real page-turner. I was riveted. One thing to be thankful for after aaaaalllll that, regardless of who did what, who should have done what, who shouldn't have done what, legalities notwithstanding, think of all that you've learned! Now, that's what I call a real education. Experience is the greatest teacher of all. That ordeal was a crash course which undoubtedly helped prepare you for the big battle called life. I'm proud of all of you for hanging in there. Keep writing. Fight the good fight! Love your newspaper.

Sincerely,
Maria Mantlik,
P/T Admin. Assistant
LHT

THE YOUNGTOWN EDITION

The Student Newspaper of the County College of Morris

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All students are welcome to contribute articles to The Youngtown Edition either in person or via e-mail. However, students cannot receive a byline if they belong to the organization on which they are reporting. The deadline for articles is the Monday prior to a production.

Mark Uffelman teaching liberation and reasoning through philosophy

BY ADAM GENTILE
Managing Editor

It's 9:30 a.m. on a cold December day. A room full of students stare at their phones in silence, when suddenly a tall man in a collared shirt and khaki pants arrives at a brisk pace, clutching a gray winter jacket in one hand and a bag filled with papers and books in the other. As he is making his way to the computer, he looks at the class with a smile on his face and says, "Good morning, how is everyone doing today?" The students who were once ensnared by their phones put them away and begin to look at the now ready professor as he starts the class and continues his mission. This man is Professor Mark Uffelman, and he has taken on the task of teaching an Introduction to Philosophy in an age in which philosophy is treated with less than high esteem.

Uffelman's journey in philosophy began during his undergrad days at the University of Pittsburgh, where he pursued a degree in economics. He was required to take a humanities course, and so he took a philosophy course which was taught by a prominent social philosopher, Tamara Horowitz. Uffelman says that what he has

found most appealing in philosophy is its ability to emancipate someone from inherited beliefs.

"I say in my intro class that the unifying theme in regards to the material is that it is all about some sort of emancipation or freeing," Uffelman said. "Freedom from dogma, freedom from artificial social constraints that had no real objective ground and therefore shouldn't have that kind of rhetorical force they have over us, and emancipation from inherited beliefs that we fail to see as not our own and inauthentic."

Uffelman mentioned that, along with his infatuation with emancipation from dogma, his interest in philosophy could have stemmed in part from his own traditional Christian upbringing, saying that as far as his family was concerned, Christianity was the truth in the world.

"To be quite frank, I still value elements of [Christianity] because I think that it did teach a lot of virtues and values that are meritoriously true outside of any theistic foundation," Uffelman said. "Service orientation, concern for the well being of others, thinking outside of yourself, I think that these are very Humanistic values. Yet at the same time I always struggled

with how do we know this, how do we know this is true. It was pretty much a foregone conclusion that it [Christianity] was the only game in town."

Uffelman later realized that his uncertainty and questioning of a belief that he holds to be true is one of the core principles of philosophy, and so he used it as a tool to move beyond his former beliefs.

"As a young person who was passionate in his affirmation of religious beliefs, I think that was desired by a deep desire for them to be true perhaps emanating from an unrecognized lurking doubt within me," Uffelman said.

Uffelman's belief in the liberation from dogma or ideas through strong social forces can be seen in many of his lectures. During that cold December class, there was a short exchange on the ethics of prostitution that essentially boiled down to, whether or not prostitution is more wrong when there is a pimp involved. One student quickly blurted out "It's definitely worst with a pimp," To which Uffelman replied, "Probably it is, yeah." The student then said, "there is no probably, it is worst." Uffelman later commented after the class that his personal beliefs are the same as the students, but he

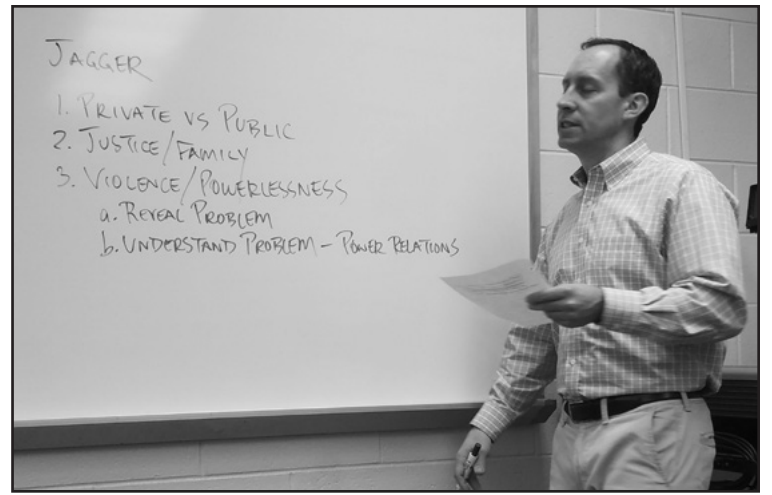


PHOTO BY ADAM GENTILE

Dr. Mark Uffelman teaching his class about the dynamics of ethical problems.

does not view it as his role to force conclusions onto his students.

A challenge that Uffelman must overcome in all of his classes is to illustrate the value that philosophy has in his students' everyday life and how important the field as a whole is for society. Philosophy degrees time and time again appear on the top 10 list of worthless college degrees for someone to pursue. For example, a Forbes article from 2012 lists philosophy as the number four most worthless college major.

"As I studied philosophy further, I found that there are a lot of practical benefits to the study," Uffelman said. "Most importantly the ability to analyze complex situations, complex ideas, view things in relationship to each other. Also in reverse order philosophy also teaches us to synthesize complex ideas from atomic or elemental parts, seeing things as a bigger picture than they initially appear, seeing things as a circumstance or a reflection of a larger social phenomenon or norm or way of thinking. And by extension of all of that, this is occurring because of effective thought or good reasoning which is what philosophy teaches us to do."

Uffelman said that he believes that for these reasons, developing and analyzing complex thoughts and ideas that the education of philosophy is vital in a democracy, more so than any other form of society in which philosophy was seen in much higher regard.

"My conviction is that philosophy and education are intertwined, just as democracy and education are intertwined," Uffelman said. "Perhaps in a democratic society, the ironic part is that the need for philosophy is even more so needed than in a more traditional form, or aristocratic society, where the masses don't need access to a more critical form of thought."

Another value that Uffelman says philosophy teaches is the ability to read between the lines and to see through hidden agendas that may be made by powerful forces.

"I think philosophy trains us to be good masters of reading between the lines, seeing hidden agendas and recognizing different goals and objectives even where

they are made explicit, perhaps sometimes by nefarious forces that exist in our society either socially or politically," he said.

Uffelman said that he believes these powerful forces that philosophy helps uncover are responsible for a public disinterest or lack of awareness of philosophy and what it could do for them.

"I think that it is seductive [to not engage in critical thinking]. I think there is a way in which you can just pound your fist and say all you have to do is just say what you have to do, what your job is going to be, how you're going to do it and provide for yourself and family. Case closed, story over," Uffelman said. "And this is not in any way to challenge the view that it's an important responsibility in life, but there is something to be said that it is the exclusive concern in life that this is what human existence is about. I do think that those forces can be effective in their rhetorical capacity to curb free-thinking and draw people into that way of thinking, because people are drawn to power and like simplicity. And thought takes effort. It's easier to sit on an answer than it is to reflect on a question."

When Uffelman relates philosophy to his students' everyday life, he doesn't engage in talks of nefarious forces trying to pacify the thoughts of the masses into servitude like some alarmist on the street corner. Instead, he provides relatable examples that most of his students can understand.

For example, in his December class, he asked, "do you trust strangers?" A couple of students grinned and shook their head no, but then Uffelman said, "Actually everyone in here who drives or gets in a car trust strangers every day, for if you did not, every time you see a car coming down the road you will pull over to the side and try to get as far away from them as possible."

At this point in time, headlines often pop up of distrust in public officials, distrust in news, and distrust in educators. What Uffelman is doing is providing a tool for his students to combat this distrust to learn and understand and reason out for themselves what is the truth, or at least to not succumb to repressive dogma.

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Roving Reporter:

How do you feel about Valentine's Day?



Jossie Mejia
Psychology Major

"It's gonna be my day to show everyone a little more love than usual <3"



Yousef Albabili
Information Technology Major

"I don't really have an opinion about Valentine's Day but what it's all about love seems pretty nice."



Johannah Yousuf
Nursing Major

"It should be treated the same as every other day."



Sowmya Kashubhatla
Challenger Student

"I think it's cool and honestly it's something that I think everyone can appreciate."



Rachel Sirica
Challenger Student

"Valentine's Day is not my vibe personally! I think the sentiment is meant to be celebrated for those who wish, but not to be pushed onto everyone."



Mariana Atehortua-Ospina
Nursing Major

"Valentine's day is to show the ones you care for a little extra love. Therefore treat them extra special ;)"



Dylan Vetter
Library Services Assistant

"I love Valentine's Day! It's my favorite holiday. I buy myself lots of discounted chocolate the day after."



Katrina Irhin
Communication Major

"It's my excuse to eat candy all day."

PHOTOS BY ALEXA WYSZKOWSKI

Budget-friendly restaurant ideas for Valentine's Day: the college student's edition

BY KATRINA IRHIN
Copy Editor

Many university students struggle with being able to comfortably spend money for fun when they have the weight of college debt on their shoulders. Even if some students are not struggling with such finances now, they still like to be smart with their money because they know that they have more years of college ahead of them, and the expenses of college add up and will impact them later. Within this struggle of being able to spend money comfortably is the struggle of being able to spend money comfortably for that special someone. It is a guarantee that the familiar anxiety that comes once a year with Valentine's Day is building up yet again, especially considering that you want to buy that special someone some nice gifts or take them out to a nice restaurant. Luckily, this list provides some ideas for Valentine's Day

for the college student who has a special someone yet is faced with a tight budget. In particular, we will be looking at restaurants that you can take that special someone for a nice and romantic time out.

Thai Kitchen

I have only been here once several years ago, but this restaurant was so good that it quickly came to mind when summoning restaurant ideas for this article. In general, Thai food is so good because it has the same type of infamous deliciousness that Chinese food has that we all know and love, except that it is lighter and healthier. Thai Kitchen, in particular, has some great Thai food for a reasonable price. I tried pad thai for the first time in my life there, and have been in love with it ever since—so much so that, when the family orders Chinese food off the menu, sometimes I crave pad thai even more than any of the Chinese food as I think about the

delicious meal I had from Thai Kitchen years ago. The average dish costs only around \$12, which is a decent price for the serving size you get. As a bonus, the restaurant has an authentic Thai feel to it. In addition, it has a happy atmosphere, as the guests there enjoy the delicious food and atmosphere themselves, which will, in turn, make you enjoy your visit even more. Doesn't that sound just perfect for that night out on Valentine's Day?

<http://thaikitchenchester.com/menu.html>
320 US-206 South, Chester Township, NJ 07930
(908) 879-9800

Sushi Hana

For all of the sushi lovers out there, this place is just for you. Sushi Hana is a great place to go if you and that special someone desire a peaceful atmosphere, delicious food, and reasonable prices. Sushi Hana always has peaceful

piano music playing in the background, which is especially fitting for a day like Valentine's Day. The staff is always very kind and attentive. And, most importantly, the food and deals are great here. Sure, some of the items on the menu are expensive, but there are also items, such as the sushi rolls listed under "Roll or Hand Roll" on the menu, that are less expensive yet still delicious. They also have appetizers, such as salad and soups, which are only a couple of dollars each. If you're even up for an early meal with your special someone, Sushi Hana has lunch specials that range from around \$10-15, and they all include soup and salad (and sometimes even some extra food items, too). For example, a hibachi lunch comes with soup, salad, vegetables, and fried rice, and the cheapest option is only \$11.95.
<http://sushihananj.com/catalog.aspx?cid=2>
15 NJ-10 E, Succasunna, NJ

07876
(973) 598-8999

Fuddruckers

Since the first thing that comes to people's minds is a fancy restaurant when it comes to going on a dinner date, this place might seem a bit unconventional. But, who says that a dinner date for Valentine's Day can't be fun? With their unique-tasting yet delicious hamburgers and (unlimited!) french fries, game room and prize machines, and milkshakes that you and your special one can share, Fuddruckers is a great alternative to a more relaxed setting like Thai Kitchen and Sushi Hana. If you're craving a place that is fun and has great food but is also able to retain a pleasant atmosphere, this is a great place to go. Most main courses on the menu are only about \$9-11.
<https://www.fuddruckers.com/>
275 NJ-10, Succasunna, NJ 07876
(973) 927-6966

The lost sculptures of CCM

BY ALEXA WYSZKOWSKI
Editor-in-Chief

In front of the County College of Morris Student Community Center stands the newly installed Titus the Titans statue, but this is not the only statue to be found on campus. Two other lesser-known statues from 1981 have fallen into the background.

On the hill next to the Learning Resource Center (LRC) stands a vertical red line, and behind it in the woods is a horizontal red line with blue supports holding it up. When these structures were first built, the campus community was undecided if they liked the sculptures or not. As time went on, the campus community, especially students, still seemed to have no idea what these statues were.

These structures were built by Tal Streeter, a sculptor who was “enthusiastic about working in the ‘beautiful collegiate setting and using the campus for a showplace,’” as documented in the June 1978 CCMemo June Trustee Report. Streeter is known for his sculpture “Endless Column,” which is a 70-foot steel structure and can be found at the Storm King Art Center in Cornwall, New York. Streeter also visited and gave presentations to students at Harvard University, Wesleyan University, Princeton University, Fordham University and New York University. He even

traveled to Japan and Asia to learn about kite making.

Early in April 1978, the Cultural Affairs Committee of CCM was searching for an artist to bring to campus to speak and display their artwork. During this search, Tony Lordi, a Cultural Affairs Committee member and an assistant professor of art, suggested Tal Streeter. Upon this suggestion, Carol Anderson, another member of the Cultural Affairs Committee, spoke with Tal Streeter and said in a letter to the CCM president at the time, Dr. Sherman H. Masten, “He [Streeter] cautiously suggested the possibility of doing an original outdoor sculpture for our campus for no more than the cost of the materials.” According to this letter, Streeter liked the idea of having students get involved in the project, and was also willing to speak to the art classes on campus. This letter also referred to this project as “A work specially commissioned for our campus and unveiled during the school’s tenth-anniversary celebration [that] should create excitement and interest, and should also bring people onto our campus over a period of many years.”

In April 1978, the Chairperson of the Cultural Affairs Committee at the time, Dr. Peter Williams, also wrote a letter to Masten about his discussions with Streeter and the possibility of CCM getting their own Tal Streeter sculpture. Streeter suggested putting the sculpture

on the hill next to the LRC, and “felt the sculpture should not be prominently displayed in a central location.” Streeter also wanted the structures to be lit at night, as “The placement of this lighting is to be accomplished with the assistance of Mr. Streeter who considers it to be an intrinsic aspect of the (night) character of the sculpture,” according to the June 1978 agreement between CCM and Streeter. CCM agreed to the cost of \$6,000 for the sculpture, which was quite a discount, as similar previous sculptures made by Streeter had cost about \$20,000. Williams said that “It’s the Committee’s feeling that such a sculpture which Mr. Streeter would design to harmonize with the architecture of our buildings would greatly enhance CCM’s image as the cultural center of this county.”

Notes from a May 1978 meeting said that the theme of the sculpture would be “abstract; feeling directed in a skyward direction; not to serve another purpose; states a question which a student is to try to answer.”

The sculptures were completed in May of 1981. A May 1981 CCM press release stated that the project ended up costing the college at the time \$7,500 for the two pieces, which would equate to \$22,000 today. Both sculptures were made of steel, were 60 feet long and weighed a ton each. The horizontal piece, which is the one located in



PHOTO BY LUNA WROBLEWSKI

Sculptures hidden on CCM’s campus.

the woods, is “floating” 20 feet off the ground, and is supposed to look different as the seasons and leaves on the trees change. The vertical piece that is on the hill is pointed towards the sky and is supposed to stand out in the grass and sky.

“Abstract and deceptively simple, the sculpture has been the major topic of conversation on campus for the past week. Comments range from enthusiasm to puzzlement to harsh criticism. The fact that it is creating a little controversy is perfectly normal and understandable. In fact, it is essential to the essence of art,” said Lordi, as printed in the press release.

Local newspaper articles from 1981 and a Youngtown article from 1983 include comments from CCM students and faculty at the time, who had varying opinions

on the structures. Some seemed to despise the sculptures, and others enjoyed them.

When Tal Streeter spoke about the CCM sculpture after it was complete, he said, “For it to be completely successful, one should not know what it means.” He explained that the vertical represented life and the horizontal represented death. The horizontal piece he called “The Floating Line” and the vertical piece he called “The Red Line”.

“It’s like a big question mark,” said Streeter. “You raise a question, and the pleasure is in seeing the different ways that people answer that question for themselves.”

Thank you to the CCM archives for the files on the Tal Streeter CCM Sculptures.



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Staff offers resources for students

BY BENJAMIN M. RICHARDS
Contributor

As a new student at County College of Morris, I felt unprepared prior to the semester starting. There wasn't any time in my schedule for me to be able to attend New Student Orientation, and I had only seen the campus layout once at that point. This was going to be my first full college experience, and it all seemed so daunting.

Going into the walk-in advisement and registration for the semester, I was afraid that I would spend much of my time being lost, like not knowing how to organize my Spring 2020 academic calendar or find resources for writing papers. But as it turns out, however, I was wrong. The Office of Admissions was exceedingly helpful, as they answered my phone calls, guided me through the application process, and gave me timetables and deadlines. They were just what I needed to help make the application process easier, as well as help ease my worries about attending college.

The Office of Admissions wasn't the only office that helped me, however. The staff at Records and Registration were also consistently considerate and had my best interests in mind. They provided me with what I needed, waited with me as I thought things through, and even helped me get the best possible tuition as an out-of-county student.

As the registration process continued, I found the library in the Learning Resource Center (LRC), where the staff assisted me in choosing my class times for the upcoming Spring 2020 semester. They helped me choose which course slots were best for me, gave me information on class locations, and showed me how to best navigate the campus to find my classrooms.

While the librarians can help students with their classes

(as they did for me), that's not all they offer: CCM students also rely on them to manage and explain how to print documents from the rows of available computer desks, explain how much each page costs—black and white cost 10 cents per page, and color costing 25 cents per page—and show them where to find the printers. They also can provide proper guidance when it comes to sifting through databases for reliable sources and essays for research papers.

Not on campus and need assistance looking at the library website or while researching in a database? No worries, the LRC staff has you covered. The library page at ccm.edu/library has a LiveChat bubble that, once clicked, allows you to ask questions and receive feedback from a staff member in real time. The staff members are alerted every time they get a message, and are more than willing to write back, as long as the LRC is open, of course.

Students can find plenty of seating in the LRC and can spend their time utilizing the computer desks to work on an essay, print material or reserve items needed for research or leisure. The LRC also has a Starbucks where students can purchase snacks and drinks to enjoy while studying or socialize with friends.

At CCM, I have found the office of Admissions staff and the office of Records and Registration staff, as well as those working as librarians in the LRC, to be welcoming and resourceful as they responded to my calls, helped me figure out my academic schedule and course work, and answered general questions I had. Staff at both offices and the LRC library staff provide an understanding and efficient experience for students both new and returning by integrating and orienting students onto the campus while offering aid and resources to anyone who needs it.

PUBLIC NOTICE OF UPCOMING ACCREDITATION REVIEW VISIT BY THE ACEN

County College of Morris wishes to announce that it will host a site visit for continuing accreditation of its Associate Degree nursing program by the Accreditation Commission for Education in Nursing (ACEN).

You are invited to meet with the site visit team and share your comments about the program in person at a meeting scheduled at 4:00pm on Wednesday, March 4 in Room EH119 of Emeriti Hall located at 214 Center Grove Rd., Randolph, NJ 07869.

Written comments are also welcome and should be submitted directly to:

Dr. Marsal Stoll, Chief Executive Officer Accreditation Commission for Education in Nursing 3343 Peachtree Road Northeast, Suite 850 Atlanta, GA 30326

Or email: mstoll@acenursing.org

All written comments should be received by the ACEN by February 17, 2020.

YE Time Capsule

SGA wastes time on minor problems

Although SGA is providing a worthwhile, charitable service by sponsoring the MDA Dance-A-Thon, it still hasn't accomplished anything for the students.

SGA is acting more like a club than a student government. SGA wastes time dealing with trivial matters when many important issues have yet to be resolved (or even discussed).

At the first three meetings, SGA discussed a design for its T-shirts and jackets. Finally, at the third meeting, the group decided to wait until the freshman senators join SGA before making a deci-

sion.

What about the important issues? It's been five weeks into the semester and SGA has not mentioned anything at all about what progress has been made on finding a CCM alumnus to represent the students at the Board of Trustees meetings.

The majority of the students are unhappy with the present parking problems and the overcrowded conditions on campus. Does SGA care?

Maybe if more students attended the meetings to voice their concerns, SGA would deal with important issues.

Photos courtesy of CCM archives. Articles from fall of 1982 issues of the Youngtown Edition.

Left: "SGA wastes time on minor problems."

In this article, the Youngtown reported on the Student Government Association who at that time prioritized minor issues.

YE staff stands by previous editorial

In a letter to the editor, SGA President Robert Blaustein questions the Youngtown about a Sept. 29 editorial (see below).

First of all, the bill he refers to states, "The student body shall be entitled to elect from the graduating class one representative to serve as a non-voting member on the Board of Trustees for a term of one year commencing at the next organization of the Board following his graduation."

Last year's SGA voluntarily placed a question on the spring election ballot concerning an alumnus representative, to which the student body voted that they did want a representative.

It is SGA's responsibility to choose an alumnus representative before the Board's organizational meeting in November.

A Youngtown reporter did contact Blaustein prior to the first Board meeting and the first SGA meeting. At that time, Blaustein

said SGA had not selected an alumnus and that he was unsure of the selection procedure. Blaustein also said SGA would probably discuss the matter at the first SGA meeting.

Blaustein finally brought up the issue at the Oct. 6 meeting, after the editorial was published Sept. 27.

At that meeting, during old business, Blaustein said SGA had recently acquired a list of August graduates, had sent out forms to them and was waiting for replies. This report, however, was not even on the agenda. Some Senators later said it was also the first time they had even heard about the matter.

If SGA members do not appreciate fair criticism in the Youngtown's editorials, they should get organized, get their facts straight and deal with more important issues than deciding on the colors for their T-shirts.

Left: "YE staff stands by previous editorial."

In this article, the Youngtown reaffirmed the need for the Student Government Association to properly represent the entire student body.

SGA clarifies YE editorial

To the Editor:

In reference to your editorial in the Sept. 29 issue of the Youngtown, there are several points we wish to clarify.

To begin with, Student Government was not responsible for proposing the idea of Alumnus Representative; we were merely complying with NJ State Senate Bill No. 219 (see attached). We have not selected a representative because, in all fairness to

the August graduates, we must allow them time to respond to our Board of Trustees Interest forms (see attached). We are still receiving forms.

In the future, to promote a better working relationship, it would be appreciated if we were advised of your interests in SGA-related issues.

Sincerely,
President Robert Blaustein

Left: "SGA clarifies YE editorial."

In this letter to the editor, the Student Government Association wrote in as they cited the lack of forms received from August graduates as the explanation for Alumnus representative delay.

Students, get involved!

To the Editor:

The student body in the mainstay of most campuses. More directly, the student body is the mainstay of CCM. Keeping this in mind, we as students have a right as well as an obligation to become involved in this institute of higher education. By not becoming involved there is the chance of losing many of the benefits of active participation. Imagine, no Pub Night, no Major Concert and unequal representation in Student Government (all of these are products of student participation).

The lack of participation seems to be readily accepted by students and the leaders of these clubs. The students become less involved while the leaders try to fill the void created by the lack of partici-

pation, thus preventing the delapidation of Student Activities.

Involvement has many advantages: recognition, skill development and human interaction, all of which are assets that can be applied in the future.

Recognition may be shunned by the modest individual but is very important to a student who is trying to establish himself. A good rapport with those important others on campus and in many instances off campus, helps them to become aware of your needs, interests and capabilities. Being recognized also develops confidence (self-image), which is a definite aid in our competitive society.

Skill development is a primary goal of all real students. A long-told criticism of formal education is that it is unrelated to the job world. Being involved in activities closes the gap and aids in the realism of most academic learning.

This very well may be your final call as a CCM student to become involved, to take advantage of your youth and time. Make the most of your education. Use all your resources to the best of your ability. By doing all this you are bettering yourself and your school.

Michael Simms

Bottom left: "Students, get involved!"

In this letter to the editor, the Youngtown encouraged students to get and remain involved in the Student Government Association.

Below: "Student Govt. recognizes Y.E."

In this letter to the editor, the Student Government Association highlighted the Youngtown Edition for previous reporting merits and recognized the Youngtown's "hard work and dedication" for "covering the news vital to the students at County College of Morris."

Student Govt. recognizes Y.E.

To the Editor:

This is to recognize the outstanding achievement by the Youngtown Edition staff who earned an All-American rating by the Associated Collegiate Press for the Spring 1982 semester.

This award, recognized as the highest achievement for any college newspaper, and is the first of its kind in the history of the County College of Morris, will serve as a constant reminder that a community college can attain high standards equal to many four-year institutions.

This letter is to recognize the hard work and dedication of the Youngtown Edition in covering the news vital to the students at the County College of Morris.

Sincerely,
Student Government Association

YOUNGTOWN EDITION
County College of Morris
Rt. 10 and Center Grove Road
Randolph, New Jersey 07869
(201) 361-5000, ext. 526
Published every Wednesday
of the academic year
Susan Billings
Editor-in-Chief



CARTOON BY SAMANTHA SHIMABUKURO

DOCTOR

CONTINUED FROM PAGE 1

the class to the front to be closer to Quintero.

"Alex is a force to be reckoned with; people shouldn't underestimate, aggravate or doubt her," Calvin said. "She's such a genuine, creative, open minded, kind-hearted person, but she doesn't take anyone's nonsense. She's also very classy and her actions prove her value. I admire that about her."

Quintero is extremely close to her immediate family. She has two sisters, her mother, and her father, and all of them are the nucleus of her life. Her most riotous laughter and deepest sorrows have come in moments shared with her family.

Her parents immigrated to the United States from Colombia with her sisters almost a decade before she was born. They settled in Hoboken, which is where Quintero was born. Her father worked as a liquor salesman at Fedway Associates, Inc. as she was growing up. Along with her mother, they ran a string of restaurants. They opened the first Noches de Colombia restaurant and sold it before it became a franchise. Now they own and operate El Rancho Colombiano in Union, New Jersey.

Quintero grew up around food and alcohol through her family's businesses and occupations. It is little wonder then that her favorite pastime is cooking, especially baking, but she initially resisted cooking because she felt she was expected to like it as a woman. She rejected the "machista" attitude. Quintero later saw that it was a choice and not an obligation, and she once again felt empowered to follow her interests and passions.

"I like learning about how different ingredients come together, and they create a plate, and how different foods are developed. I love to learn about wine and liquor because I grew up with my dad being a salesman, so we always had liquor in the house and a lot of wine in the house. So, I grew up tasting these things. A game that my dad would play with me is that I would take a sip of wine and I would have to guess where it was from so that I could develop the palate of the grape and

the terrain that it came from. I was able to identify what grape it was and which region it came from. I've gotten better but I have a long way to go. It's pretty darn hard."

There were many positive moments in Quintero's life, such as the one demonstrated above with her father playing the game with her. However, her life was not always that easy for her, as Quintero was bullied as a child. She describes herself as an open and loving child who, after having to endure many instances of bullying, closed off as the years progressed. In addition, after an impactful rift with a group of friends, she closed off even further from others. Starting at CCM, however, she decided she wasn't going to be that person anymore. She now has close friends like Calvin and Catrina Bennett, an early childhood education major and president of Active Minds, a student club promoting mental health awareness.

"Alex was one of my first friends here, and I am so lucky to still have her as a friend. She is incredibly strong and dedicated to her future," Bennett said. "She somehow manages to look put-together every day, which is a feat I could never manage and I am so

impressed by the progress that she has made."

Quintero is ambitious and accepting. Her goals are to help people in need, in particular those who are most vulnerable in different societies around the world. She has had some tough moments in life but has been able to empower herself through her empathy for women in need. She doesn't think her life will merit a biopic, but if an actor ever takes on the role, she doesn't mind who it is as long as they have dark, curly hair like her.

She plans to transfer to a four-year college for the fall of 2020 and receive her bachelor's degree in public health, and complete her pre-med requirements as well. She doesn't yet know what school she would like to attend, but her goal is to graduate as an OB-GYN in the near future. She would like to work for a practice and spend her time volunteering for women in need.

"I wouldn't like to be average. I want to have opinions. I want to be knowledgeable. I want to be informed. I want to be active in passing along the knowledge that I will have acquired. I would like to think that at some point I will have enough knowledge to teach someone else."

15 WEEK

CONTINUED FROM PAGE 1

professors, it is even harder on the students, especially when it comes to final exams, due to a lack of time between the final classes and exams.

"It's really much harder for the student because it gives the student less time to prepare for their final exam," Garbowsky said. "You are going right from classes right into the final exams. In some cases, the exam could be on material from just the midterm, but in others, it could be material from the entire class. You can't expect students to study that much information in a day."

Christine Abraham, a liberal arts major, mentioned that she had no time to properly prepare for her finals last semester, and expressed a desire to return to the 16 week semester.

"We need a 16-week semester," Abraham said. "It's crazy. You can't have 3 finals on one day. It was too much to handle at once. The only reason why I managed to study for my finals was to just not sleep in the days leading up to them."

Dr. Matthew Jones, chair of the communications department, mentioned that he personally felt indifferent about the 15 week semester, but is aware that the shift affected other professors.

"It really didn't impact me, but it did impact members of my department," Jones said. "Because of the snow days, there was no buffer. Some of the finals were canceled and that raised the issues of grading and making up finals. There were a couple of cases where I had to persuade the adjunct even though they were instructed by the college and the union that you can do this [cancel the final] in some cases I still persuaded them to hold the final this semester."

Jones said that the transition from the 16-week down to the 15-week semester could have been smoother. He feels that a 15-week semester is manageable, but would not like to see

it go lower than 15 weeks due to the amount of content in the courses.

"It could have gone smoother, but I'm not really suspicious of the motive [to switch to a 15-week semester], but I would never want to see it go lower than 15 weeks," Jones said. "It's a matter of the content. There is just so much that you have to cover, and just so much time to do it in, and while I feel confident that I can do it in 15 weeks, I don't think I could do it in less time without having to start cutting content from my courses."

Jones said he cannot remember whether or not he was involved in any meetings that involved the change in the academic calendar.

Dr. Janet Eber, chair of the English and philosophy department, said that she was unaware of any meetings with faculty members that involved the shift to the 15-week semester.

"Not to my knowledge [were there any meetings] and I chair this department," Eber said. "There may have been other chairs involved, and perhaps I just wasn't one of the chairs."

Eber said that she worries about the student's workload on the last week of the semester because they could be taking finals back-to-back.

"My greatest concern is the way things are now is academically challenging for students," Eber said. "For example, I have a class at 11:00. If a student has a class at 9:30, 11:00, and then 12:30 on the last day of the semester, they are taking three final exams. I don't see how that treats the students fairly."

Eber mentions that her criticisms of the 15-week semester are not in any way condemning any singular body.

"This is not a condemnation on any singular body, it's just a different opinion on how we should be doing this," Eber said. "The college gave us December 19 to make up final exams. That's just not enough. Not every student can make it on that day, and because of the snow day we were giving out final exams out until the second week in January."





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Opinion: Student writers are boring

BY ANTHONY INGHAM
News Editor

I am beyond confused by the lack of unique student interest portrayed in the writing by some of our contributors. I am of the opinion that you can write about anything and make it compelling and fun to read; however, that doesn't mean that every topic you can write about is easy to make as such.

It's important to make a distinction between this topic and the one in my last article in December, where I argued that many journalists making submissions to us were either intentionally dishonest or unintentionally misleading. In this case, I am specifically referring to how boring some of our writers have made articles to read.

We ran an article about students at CCM using Netflix in support of the statement that the service is huge with students. Ignoring any problems with the actual writing itself, the piece quotes some students on how they feel about Netflix, which, as a reader, automatically turns me off. I don't care about how other students see the service, and I don't care about a general statement made about these streaming services. Give me, the reader, a reason to feel interested in why students like Netflix so much. I get that it's popular, but make me care about the fact that it's popular.

Try something like making a larger statement supported by other articles, which could be anything from finding out how Netflix got as big as it is for college students to if students feel as if they are being targeted for the service's advertising.

I personally believe that a lot can be interpreted from whatever a writer creates. Even journalistic pieces, where in most cases the writer is not directly involved in the story, aren't any different.

In my year and a half at the Youngtown, I've read four articles about parking. Two of them included outright lies and none of them have been enjoyable to read. Each one used "student parking" as an excuse to say that "parking is bad" and not saying anything else of substance about it. From some research I've done on the past Youngtown articles and what they were like, from the CCM archives, we've had people writing about parking issues since 1982, and they were at least informative and comprehensible.

A Roving Reporter on page 2 of one of the 1980 fall editions asked what students thought they could do to improve parking conditions, to which students gave a variety of responses. This works because CCM can take the criticism and attempt to fix the problem, increasing their credibility with the people and lessening the number of complaints they get

from irritated students about a relatively insignificant issue, which looks better for them as a business. As former engineering major Joseph Fastiggi said, "A problem without another solution is just another problem."

Another student attempted to write about coffee with no focus on any particular aspect of coffee, just writing about the drink as a whole. From a reader's perspective, this comes across as unfocused, disorganized and boring with the format alone. You'll never be able to make any important or meaningful statement about coffee if you just write one sentence about everything involving the product. I want something to grab my attention, to feel like it's worthy of my time, so try writing about something like the negative health effect it has on college students, or how college kids drink more coffee than any other demographic.

A lot of what any writing comes down to for a reader is what angle you choose to write it from. There is no wrong or right way to write a story, just students who don't do enough with their ideas to fully flesh them out. Try and think about how someone else might see your article, or give your article to someone else to read and see what they think of it. Maybe then you can look over your articles more than once and be happy with them one month or 10 years from now.



BY EMILY GUDERIAN

Titus puts the icing on his very own cupcake. From left to right: Alexandra Ortega and Evelyn Cmielewski, hospitality majors.

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