Academic Integrity at Elizabethtown College

Eleventh Edition

“To thine own self be true
And it must follow, as the night the day,
Thou canst not then be false to any man.” — William Shakespeare

“There is no surer mark of selfish character than shrinking from the truth.” — Susan Ferrier
INTRODUCTION

“To be trusted is a greater compliment than to be loved.” — George MacDonald

“To keep your character intact, you cannot stoop to filthy acts. It makes it easier to stoop the next time.” — Katharine Hepburn

Students, professors and administrators prepared this booklet to protect you from problems that could arise if you don’t know and follow the standards of our community.

This booklet was written with two goals in mind. The first is to help you understand the standards of the College community. The second is to provide reasons for following them.

Expectations in college are usually higher than those that students have experienced before, especially concerning proper use of others’ ideas. For this reason, much of the booklet covers use of sources — both library materials and help from other students.

Why have guidelines for academic honesty? Well, the goal of success — in the truest sense of the word — points to several reasons:

• **Self-respect** — Knowing that you have been fair and have supported a fair system. Taking the risk of being yourself. Having pride in yourself and in what you have done. Liking yourself.

• **Self-confidence** — Realizing that you can do it. Not being dependent on others. Discovering your capabilities. Believing in yourself.

• **Relationship to the community** — Gaining respect from fellow students. Taking on leadership. Maintaining a sense of trust and fairness within the classroom. Finding a place for yourself.

• **Personal relationships** — Developing patterns of honesty in all relationships. Creating a bond with professors, classmates — with any one you care about. Being trusted.

• **Your future** — Proving that Elizabethtown students have integrity. Maintaining Elizabethtown’s strong reputation. Gaining the respect of employers. Keeping your degree valuable.
• **Consequences** — An “F” in a course. Possible expulsion from the College. Why? Cheating destroys the trust, the struggle and the growth necessary for a worthwhile education. No one would want to be operated on by a doctor who had cheated his or her way through medical school. Fraud in education is damaging. Academic dishonesty hurts our College and diminishes the contributions our students can make. For exact procedures in cases of academic dishonesty, consult appropriate sections of the Student Handbook or the College Catalog.

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**TAKING TESTS: HOW TO DO WELL WITHOUT TAKING UNFAIR ADVANTAGE OF YOUR CLASSMATES**

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“Wisdom is not bought.” — African Proverb

“That which is unjust can really profit no one; that which is just can really harm no one.”

— Henry George

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You have reasons to be fair and honest with academic work and you have the support of the College community. But what are the best ways to guarantee academic integrity? Some of the most basic ways have to do with self-confidence and with preparation. It goes without saying that a student who keeps up with the work and prepares daily has a fair edge on the student who does not.

But there are additional steps you can follow. Some of these steps are easy; others require courage and character.

• Learn to predict the kind of questions a professor asks. Consider her or his favorite ideas, formulate questions and outline brief answers.

• Ask the professor what kind of test will be given. Will it be essay? True/false? Multiple choice? Short answer? If a variety of these, how will different parts be weighted? Ask the professor for sample or possible questions. If your professors are willing to discuss such questions, they will help you focus your study. Some professors even keep old tests on file in the library as samples; ask about them. It’s fair to use these.

• It may not be considered fair to use copies of tests that are not available to everyone. Again, ask your professor if you have questions about this. A student who takes unfair advantage of classmates jeopardizes the bond of fairness and trust in the classroom and in the community.
• Ask the professor to clarify if notes or books may be used during a test. If not, do not bring them to the test, or put them under your chair during the test.

• If possible, for the benefit of others as well as yourself, keep a seat empty between you and other students taking a test. Also, by keeping your test covered or otherwise out of view, you will avoid offering someone the temptation to glance at your work.

• If you know of cheating, put a stop to it. This is the step requiring courage. It is also effective. Academic dishonesty weakens the College community, is self-destructive and is disrespectful of other students. Putting a stop to cheating helps rather than harms. Furthermore, when a classmate cheats, it may even hurt your grade, since some professors curve test scores.

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WRITING PAPERS: SUCCESS WITHOUT PLAGIARISM

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“My books need no one to accuse or judge you: the page you have used stands up against you and says, ‘you are a thief.’” — Martial

“When one is pretending, the entire body revolts.” — Anais Nin

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Planning is essential for tests and it is also the first step in putting forth your best performance in writing a paper. Try these steps:

• Be kind to yourself. Write out due dates on a calendar to see when the pressure will be on. Start early, especially if you have several papers due at one time. Chances are, you’ll get a better grade.

• Professors are impressed by papers that demonstrate careful use and documentation of source material. Conversely, they devalue a paper that even hints of improper use of another person’s work. If you find yourself running out of time, contact the professor ahead of time and discuss the situation. Don’t be tempted to use another’s work — professors are trained to be sensitive to style and can often tell when a student turns in work she or he did not do.

• If you use outside sources, published or unpublished, take care. Write down complete bibliographical information. Write quotations exactly word for word, and enclose them in quotation marks. When you paraphrase, do it right. This booklet will clarify how to paraphrase and summarize effectively, while avoiding the danger of plagiarism, and it
will explain when to use documentation. Although this booklet uses Modern Language Association (MLA) style for consistency, there are many other popular styles that are used in research. Different professors in different subjects usually require the style most often used by their discipline. Some of the other styles are American Psychological Association (APA) and Council of Biology Editors (CBE) styles. Reference to “Keys for Writers” and other reference books will explain many different styles and technical points of documentation, which are not the concern of this booklet. “Keys” is on reserve in the library.

• Including photocopied source pages with your paper could impress your professor and save headaches as you complete the paper. Copies allow you to check information, and as you check, you may notice other useful points. Also, because a professor may want to see how you used the sources, or a computer may eat your paper, it helps to save all notes and drafts.

ACKNOWLEDGING SOURCES: GIVING PROPER CREDIT FOR IDEAS

“I had rather all the world should accuse me, than mine own conscience.” — Katherine Philips

“He didn’t want to be great, but to be thought great. . . . He borrowed from others in order to make an impression on others.” — Ayn Rand

Notice the parenthetical documentation — (Hodges 424) — that appears on the next page. It acknowledges, using the MLA parenthetical style, the author and page of the source quoted.

• QUOTATION: “Keys for Writers” states, “You need to document the sources of your information, not only in research papers but also in shorter essays in which you mention just a few books, articles or other sources to illustrate a point or support your case” (Raimes 96).

If you paraphrase someone else’s ideas in your own words, as in the example below, the source of the ideas must still be acknowledged.

• PARAPHRASE: “Keys for Writers” states that in shorter essays as well as in research papers, information from all sources requires documentation (Raimes 96).

This applies to summaries also. In the following summary the author’s name appears in the text, so it is omitted from the parenthetical reference.
• SUMMARY: Raimes notes that acknowledging sources is necessary (96).

The important point here is that when you use another’s ideas, you must acknowledge the source whether you quote the exact words of the source, or whether you put the ideas into your own words. If you are moving from your ideas to material from a source, give your reader a clue. One way to do this is to mention the author’s name, as in the following sentence: The guidelines for acknowledgment stand, as Hodges notes, for “any published or unpublished work” (424). Note that information gained through unpublished papers, interviews, conversations, television shows, the Internet or any other source also must be documented. Some professors even allow students to use each other as outside sources — allowing students to read each others’ papers or to interview each other. In such cases, ideas gained from other students must be treated just like ideas from published sources: They must be documented. Be careful, however; some professors do not want students even to proofread each other’s papers. In each class, ask what guidelines apply.

An exception to the general rule of documentation is common knowledge, or ideas that are so well known that they do not represent “distinctive ideas or interpretations of specific writers” (Hodges 424). Common knowledge refers to ideas that experts hold in common. Hodges observes that a student may have to do a good bit of research to develop a feel for what is and is not common knowledge. Any idea that appears in three or more sources is probably common knowledge. If you are not sure, to be safe, either ask your professor, or, as Hodges advises, “cite it” (424).

As with all studies that use parenthetical citations, this booklet ends with a list of works cited where you can find complete bibliographical information about its sources.

ACKNOWLEDGING WORDING:
GIVING PROPER CREDIT FOR EXPRESSION

“But I didn’t know people could take songs from you.” — Elizabeth Cotton

“Half the truth is often a great lie.” — Benjamin Franklin

The section on the previous page stressed that a writer must give credit for any idea obtained from an outside source unless the idea is common knowledge. This is the most important point to consider when using sources. But because you will gain credit for your wording as well as your ideas, you also must be careful to avoid using a writer’s unique wording or vocabulary unless you quote exactly, using quotation marks to give the writer credit both for wording and ideas.
The most obvious and serious kind of plagiarism is using both someone else’s wording and ideas without giving credit. Another very serious offense is using another’s ideas without giving credit. Furthermore, a professor may consider an inadequate paraphrase (one that copies another’s wording and presents it as your own) to be plagiarism, even if you acknowledge the source. Because most researched information should be paraphrased, you need to know how to paraphrase correctly. The following examples come from “The Riddle of Amish Culture,” a book written by Young Center Senior Fellow Donald B. Kraybill. We will start by explaining plagiarism of wording; then we will explain how to avoid it.

• **ORIGINAL TEXT FROM PAGE 60:** “As a symbol of Amish culture, the horse articulates several key values: tradition, time, limits, nature and sacrifice.”

The example below shows blatant plagiarism. No credit is given to Kraybill, and his sentence structure has been copied, with only a few words changed.

• **PLAGIARISM OF IDEAS AND WORDING:** As a symbol of the Amish way, the horse demonstrates many important values: tradition, limits, nature and sacrifice.

But even if a student adds parenthetical documentation, as below, the sentence still copies Kraybill’s wording. It presents as a paraphrase something that is more like a quotation. But is it really a quotation? No, some words have been changed.

• **PLAGIARISM OF WORDING:** As a symbol of the Amish way, the horse demonstrates many important values: tradition, time, limits, nature and sacrifice (Kraybill 60).

And even if the student changes a lot of words but keeps the same sentence structure, following the same subject-verb-object patterns and the same basic phrasing, the sentence may not be considered a complete paraphrase by some. Compare the version below with the original. Even with documentation, a professor may consider this plagiarism.

• **PLAGIARISM OF WORDING:** As symbols of the Amish way, horses demonstrate many important values: customs, terms, restraints, creation and renunciation (Kraybill 60).

Another way of changing a text that seems to produce a paraphrase but doesn’t is switching parts of a sentence around. Without documentation this is serious plagiarism of ideas and wording. Even with documentation, a student who just switches words and phrases around has suggested that the passage is his or her wording when in reality it reflects Kraybill’s way of phrasing.

• **PLAGIARISM OF WORDING:** The horse, as a symbol of Amish culture, articulates several key values: limits, nature, tradition, sacrifice and time (Kraybill 60).
An acceptable paraphrase or summary avoids both the sentence patterns of the original and any striking or skillful use of words or phrases. You may use common words found in the original. For example, if you paraphrased this passage, you would not have to replace the words “horse” or the word “Amish.” The phrase “articulates several key values,” on the other hand, is what Gibaldi and Achtert call “particularly apt,” (23) especially because of the word “articulates.”

In general, you need to avoid using the sentence structure, the phrasing and the wording that make the author’s expression unique. Use your own words and your own sentence structure.

Although some disciplines may be less demanding in terms of paraphrasing, and may allow use of certain phrasing that is common in the discipline, if you follow the guidelines above you will be protected from charges of plagiarism in any situation. If you have questions, consult your professor.

The paraphrase below is okay, although without documentation it would be plagiarism of Kraybill’s ideas. Remember that even if you write a good paraphrase you must document the source. Documentation is necessary whenever you use another person’s ideas — whether you quote, paraphrase or summarize.

- ACCEPTABLE PARAPHRASE: As Kraybill notes, the horse represents Amish life because it is symbolic of traditional values that enhance awareness of time and nature by setting limits (60).

- ORIGINAL TEXT FROM PAGE 60: “As a symbol of Amish culture, the horse articulates several key values: tradition, time, limits, nature and sacrifice.”

The same guidelines about wording that apply to paraphrase apply to summary as well. Although using exact quotations is easier, use of paraphrase and summary shows that you have a thorough understanding of the ideas in the source. Quotations should be used on a limited basis. Consistently writing good paraphrases and summaries shows college-level ability and effort. The best way to write them is to read first, then turn over the book as you write. When you finish writing, compare your version with the original to be sure you have changed both words and structure. The following suggestions for paraphrasing and summarizing are based on page 105 of Hult’s book, “Researching and Writing Across the Curriculum.”

To paraphrase:

- Change the order of the ideas.

- Simplify complicated concepts by breaking them into easily understood ideas.

- Replace abstract jargon with clear, direct language.

- Use different sentence patterns. Change verbs of being to action verbs. Cut out prepositional phrases; replace them with adjectives or adverbs. Change active verbs to
passive verbs. Change the subject of the original, making the direct object (or some other word from the original) the new subject in your sentence. In general, avoid repeating three or more words in a row from the original.

• Use a thesaurus or a dictionary to help locate synonyms; substitute them for original words, but do not forget to use different sentence structures.

• Without altering or distorting them, select the ideas you want to use to support your point. Omit ideas that are not relevant to your point. Take care not to omit, just because they conflict with your view point, ideas that are relevant. You may wish to refute or disprove these ideas, but to use the source honestly, you should include all relevant information.

Because expectations for college-level research and paraphrasing are usually much more demanding than many students have encountered previously, we also recommend close study of section 10d in the “Keys for Writers,” which is on reserve in the High Library.

MULTIPLE SUBMISSIONS AND LIBRARY RESOURCES

“No legacy is rich as honesty.” — William Shakespeare

“Don’t compromise yourself.” — Janis Joplin

To turn in a paper that has already been evaluated for a grade and credit in another course is academically dishonest. One of the goals of a college education is to strengthen a student’s ability to think and write. Each paper a student writes contributes to this process. Only with both professors’ permission can a student use any research or work from one course to gain credit in another.

Another fairness issue concerns research. Imagine your frustration at finding a reference you desperately need to complete a major project ripped out of a book in the library, or so marked up that you find it difficult to determine which ideas are the most important to you. It is the height of selfishness to deprive others of what they need simply for one’s own convenience. If you need those pages, photocopy them – then write all over them, if you wish. Destroying property here is stealing from yourself as well as from others. College fees increase to cover the cost of replacement.
FAIR AND UNFAIR HELP

“He who civilly shows the way to one who has missed it, is as one who has lighted another’s lamp from his own lamp.” — Ennius

“Only the upright heart that has its own logic and its own reason is free.” — Marc Chagall

Students have always and will always help each other. The more this happens in fair ways, the more both students learn and grow. But when help is unfair, it really fails to help.

When giving or receiving help on papers, keep the following facts in mind: The most helpful comments on papers are questions. By asking a writer a question, a reader gives the writer a chance to solve a problem his or her own way. When a reader tells what to write, that reader cheats the writer out of a chance to learn, and moreover, insults his or her intelligence by implying that the writer is incapable of figuring out a solution to the problem.

To grow, a writer must learn to solve his or her own problems. As a reader, don’t insult your friend and cheat him or her out of a chance to grow as a writer. And as a writer, don’t let your friends tell you how to write. Invite friends to point out possible problems, but don’t let them tell you what to do about them.

This approach may be more challenging than just telling someone what to do or being told what to do, but it’s fairer, more honest and more conducive to growth. Group projects sometimes provide an exception to this general guideline. Anytime you are unsure about exact guidelines, ask your professor.

As far as help on tests goes, it’s usually fine to study with someone, especially if you can stimulate each other to learn the material more thoroughly. Take-home tests and homework often require independent work. If specific guidelines are unclear, ask your professor about working together. Giving someone answers to a test that already has been given sets up a situation unfair to other students, decreases the receiver’s confidence in his or her ability to learn, and diminishes the self-respect of all involved.
A SELF CHECK

“Truth burns up error.” — Sojourner Truth

“Hard are the ways of truth, and rough to walk.” — John Milton

Below are two separate exercises. The first consists of four passages from an unpublished paper by Dr. Jamie M. Byrne. These are to be carefully paraphrased.

EXERCISE ONE: Carefully paraphrase these sentences, following each paraphrase with a parenthetical citation containing Professor Byrne’s last name and a page number. Use either MLA format or another format specified by your professor.

From page 14: “All issues of both Die Botschaft and The Diary examined for this proposal have a total lack of photographs of Amish people.”

From page 14: “On the cover of The Diary, line drawings often feature a farmer, but the drawing is nondescript, with the face of the individual depicted partially obscured.”

From page 15: “Die Botschaft also uses no headlines that tell what the story is about, as newspapers of today do. The only thing that is used to set stories apart is a boldface heading detailing where the story is from.”

From page 15: “There is also no attempt made to categorize stories as to their importance, as modern newspapers indicate by page placement, headline size, etc. This supports the Amish idea that the community is more important than the individual.”

EXERCISE TWO: The second exercise consists of a paragraph from a hypothetical student research paper based on quotations from Kraybill’s book. The actual quotations follow the paragraph. To determine where the source has been used responsibly, compare the eleven sentences in the paragraph below to the original source sentences below the paragraph. Number your paper from one to eleven, then for each sentence in the paragraph ask yourself the question, “Are there any problems with the way research material is used in this sentence?” Carefully check each sentence against the quotations from Kraybill’s book. Write “OK” if the sentence is OK. If you detect a problem, write “PROBLEM” and explain the problem (plagiarism of wording, of idea, of both, inaccurate quotation, etc.). There are 11 sentences in the paragraph, so you will have 11 answers.
The Amish are an unusual and a fascinating people. We can learn much about our culture by seeing how modern culture has affected the Amish. Throughout modern times small changes have occurred in Amish customs because of a process of negotiation — with give and take on both sides. Even so, one easily sees that the Amish do not want to be involved with the modern world. In many ways they are afraid of it. Their paranoia of worldliness comes from a concern to preserve the church’s purity. According to sociologist Donald B. Kraybill, the Amish oppose public schooling of their children because academic competition would further independence, which would weaken their dependence on the ethnic group (133). Although this system fosters dependence, it is a dependence that can be seen in different ways. The Amish community guarantees that those who cannot care for themselves are cared for, although it represses those who are strong and independent enough to be rebellious (Kraybill 259). As Kraybill points out, “the Amish are not free to make up their faces in the latest style, but they are free from the need to have a ‘perfect’ face” (258). Because the Amish always have emphasized a separation from the world, it does not seem likely that the basic customs of the Amish will change.

ORIGINAL SENTENCES FROM SOURCE:

*The Riddle of Amish Culture*

PAGE 38: “The Amish paranoia of worldliness is rooted in a spiritual concern to preserve the purity of the church.”

PAGE 133: “Academic competition would foster individual achievement and independence, which, in turn, would sever their dependency on the ethnic community.”

PAGE 212: “The Amish have always emphasized separation from the world.”

PAGE 244: “Throughout this book the Amish encounter with modernity has been viewed as a process of negotiation — with give and take on both sides.”

PAGE 258: “Although the Amish are not free to make up their face in the latest styles, they are free from the pressure to present a ‘perfect’ face.”
PAGE 259: “For ‘weaker’ people, often discarded by the modern system, the Amish setting provides a caring environment, where no one slips through bureaucratic cracks. In the eyes of ‘stronger’ people, the Amish system feels oppressively tight compared to the pliable fabric of modern culture. Tilted toward the rugged individualist, modern culture easily tramples on the weak. By contrast, Amish culture, tilted toward the collective welfare, easily suffocates the strong.”

WORKS CITED


ANSWERS TO EXERCISE TWO
(PROBLEM AREAS IN BOLD LETTERS)

1. OK.

2. OK. The first two sentences are introductory sentences not directly based on any unique idea in the passage from Kraybill’s book.

3. PROBLEM. Plagiarism of both idea and wording. The words “a process of negotiation — with give and take on both sides” come verbatim from the source. The correction first mentions Kraybill to show where his ideas begin to be used, then paraphrases the ideas. Words like “give and take” are not unique; they are common that they do not have to be paraphrased. Opening with “Throughout” is not technically plagiarism by itself, but it is best not to make a habit of copying openings from a source.

- **PLAGIARISM:** Throughout modern times small changes have occurred in Amish customs because of a **process of negotiation — with give and take on both sides.**

- **ORIGINAL:** “Throughout this book the Amish encounter with modernity has been viewed as a process of negotiation – with give and take on both sides.”
• CORRECTION: Sociologist Donald B. Kraybill suggests that during modern times changes have occurred in Amish customs because of the give and take made necessary as the two cultures were forced to come to terms on certain issues (244).

4. OK. Kraybill has identified the source sentence from p. 212 of his book as common knowledge. As common knowledge it does not need to be cited, but it must be, as it is, carefully paraphrased. See answer 11.

5. PROBLEM. Plagiarism of idea. The idea in this sentence, which helps with transition, is derived from the source. In the correction, the mention of Kraybill’s name makes this clear. The page number will be given after the next sentence. See answer six.

6. PROBLEM. Plagiarism of idea and wording. This sentence is almost a direct quotation from the source. Could one just put quotation marks around it to fix the problem? No, because it is not an exact quotation. Some words have been changed. Anyway, it’s best to save quotations for the most emphatic points, so a careful paraphrase is the best way to correct the problem.

• PLAGIARISM: In many ways they are afraid of it. Their paranoia of worldliness comes from a concern to preserve the church’s purity.

• ORIGINAL: “The Amish paranoia of worldliness is rooted in a spiritual concern to preserve the purity of the church.”

• CORRECTION: As Kraybill suggests, in many ways they are afraid of it. Because they believe that modern materialism can pollute their church, they have a strong fear of modern culture (38).

7. PROBLEM. Plagiarism of wording. Although Kraybill has been cited as the source, the sentence copies his word choice and sentence structure. A more careful paraphrase corrects this problem.

• PLAGIARISM: According to sociologist Donald B. Kraybill, the Amish oppose public schooling of their children because academic competition would further independence, which would weaken their dependence on the ethnic group (113).

• ORIGINAL: “Academic competition would foster individual achievement and independence, which in turn would sever their dependency on the ethnic community.”

• CORRECTION: For example, the Amish do not send their children to public schools because they believe that a desire for independence and later, for separation from Amish tradition, could spring from competition in the classroom (Kraybill 133).

8. OK. This transitional sentence does not need to be cited.

9. OK. This is an acceptable paraphrase, properly cited.
• ORIGINAL: “For ‘weaker’ people, often discarded by the modern system, the Amish setting provides a caring environment, where no one slips through bureaucratic cracks. In the eyes of ‘stronger’ people, the Amish system feels oppressively tight compared to the pliable fabric of modern culture. Tilted toward the rugged individualist, modern culture easily tramples the weak. By contrast, Amish culture, tilted toward the collective welfare, easily suffocates the strong.”

• ACCEPTABLE PARAPHRASE: The Amish community guarantees that those who cannot care for themselves are cared for, although it represses those who are strong and independent enough to be rebellious (Kraybill 259).

10. PROBLEM. There is no plagiarism here, and the sentence can be quoted for emphasis here because it is so well-written. But this is a careless misquotation as it stands. If it’s good enough to quote, it’s good enough to get exactly right.

• CARELESS QUOTATION: As Kraybill points out, “the Amish are not free to make up their faces in the latest style, but they are free from the need to have a ‘perfect’ face” (258).

• ORIGINAL: “Although the Amish are not free to make up their face in the latest styles, they are free from the pressure to present a ‘perfect’ face.”

• CORRECTION: Kraybill notes another way of seeing this point when he observes that “although the Amish are not free to make up their face in the latest styles, they are free from the pressure to present a ‘perfect’ face” (258).

11. PROBLEM. Plagiarism of wording. “Why not of idea?” you may ask. Kraybill has identified this source sentence from his book as common knowledge. (See answer four.) This means that a student would not need to cite this information with a parenthetical reference. A student would need to be sure, however, that she or he had adequately paraphrased the sentence, using a different vocabulary and sentence structure. Because common knowledge is rarely emphatic enough to be quoted, a paraphrase is best to fix this problem.

• PLAGIARISM: Because the Amish have always emphasized a separation from the world, it does not seem likely that the basic customs of the Amish will change.

• ORIGINAL: “The Amish have always emphasized separation from the world.”

• CORRECTION: Because avoiding the ways of the world always has been important to the Amish whenever possible, it does not seem likely that the basic customs of the Amish will change.
The Amish are an unusual and fascinating people. We can learn much about our culture by seeing how modern culture has affected the Amish. Sociologist Donald B. Kraybill suggests that during modern times changes have occurred in Amish customs because of the give and take made necessary as the two cultures were forced to come to terms on certain issues (244). Even so, one easily sees that the Amish do not want to be involved with the modern world. As Kraybill suggests, in many ways they are afraid of it. Because they believe that modern materialism can pollute their church, they have a strong fear of modern culture (38). For example, the Amish do not send their children to public schools because they believe that a desire for independence and later, for separation from Amish tradition, could spring from competition in the classroom (Kraybill 133). Although this system fosters dependence, it is a dependence that can be seen in different ways. The Amish community guarantees that those who cannot care for themselves are cared for, although it represses those who are strong and independent enough to be rebellious (Kraybill 259). Kraybill notes another way of seeing this point when he observes that “although the Amish are not free to make up their face in the latest styles, they are free from the pressure to present a “perfect’ face” (258). Because avoiding the ways of the world has always been important to the Amish whenever possible, it does not seem likely that the basic customs of the Amish will change.

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