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Chronicle Staff

Editor-In Chief:  Abby Phillips
Associate Editor:  Emily Simpson
Layout & Design  Bob Baddeley
      Kristina Drongesen
      Alissa Silver
Graphic Artist:  Bryan Ko
Staff Writers:  Samuel Boush
              Sarah Shetlar
              Jenny Drunkenmiller
              Bryan Ko
Contributing Writers:  Jane Siebler
                      Rachel Hochman

Chronicle magazine is published every term by UHC and OSU students. Articles reflect views of the individual writers on the Chronicle staff, but may not officially reflect the views or policies of Oregon State University or the OSU Honors College.


Letters from the Editors

Abby Phillips
Editor-in-Chief

Emily Simpson
Associate Editor

Having lived in Oregon for all of my life, I am no longer disappointed by the rain that continually greets me every spring, nor do I have optimistic visions of clear skies filled with the smell of blooming flowers. Let’s just face it, we all know that it is a rare occasion that the shorts and tank tops will make it out of the dresser drawers this spring. This being my first year at OSU, however, I had no idea the lackadasical nature that would overcome me during spring term.

Maybe I should start by saying I have acquired a relatively leisurely attitude this term, since full-out laziness is impossible for nerds like me, right? I am hoping that those reading this can nod and smile, because kicking back at the end of the term is not a crime. Who wouldn’t be tempted to blow off his or her homework to take advantage of the few sunny days we have in Corvallis?

Just to show you that I write this in all seriousness, I am going to give you an account of my lack of motivation this term. Do any of these sound familiar? Every Tuesday and Thursday mornings, I wake up early to volunteer at Lincoln Elementary School. I write papers the day they are due, go to the beach instead of reading Honors Geosciences, and I realize that getting anything less than an ‘A’ may not be so bad after all. I have gotten into the nasty habit of pushing the snooze button a dozen times until I realize I have a half hour before I have to go to Lincoln School—and 15 minutes of this is driving time. Looks like I have a case of Spring fever, eh?

School-wise, I cannot stray too far from nerdhood, but I have loosened up. I’m surviving just fine, and hopefully will tighten back up next year. I also have my sidekick, Emily, to make sure my efforts towards The Chronicle don’t go downhill. This is one aspect of my life that I must dutifully uphold. So if you’re having trouble coping with the spring rain and trying to stay focused, here you have it—the spring edition of The Chronicle. And remember, just relax and enjoy it.

Well, as this is my first time working on The Chronicle, I thought I’d start out by introducing myself. My name is Emily Simpson and I’m a sophomore majoring in Chemistry. Yes, that’s right - Chemistry. This worries several of my close friends who are well acquainted with my propensity for self-injury. I probably would be safer in - oh, say accounting, where about the only thing I could do is drop a calculator on my foot or stab myself with a pencil, but I love Chemistry. In fact, in just one term of Experimental Chemistry, I completely familiarized myself with Student Health Services and the Poison Control Hotline - how many of you other majors can say that?

Now that I have entirely discredited my sanity with the choice of my major, many of you may wonder what on earth am I doing working for the UHC Chronicle. After all, I might be qualified to tell you the chemical formula of the ink this publication is printed with or effortlessly expound upon bonding properties, but I’m sure as heck no English major. I attribute this to several bad encounters with commas as well as other forms of punctuation and the necessity for eloquently stated sentences, which flow rather than causing the reader to be jerked about like a puppet with tangled strings, as is my own personal style. But I’ve decided to brave my grammatical nightmares etc. for the sake of proving that Science majors and any other major for that matter should not be afraid to get involved with The Chronicle merely because they do not fit into the Liberal Arts category. I may not be capable of waxing poetic on anything outside of chemical reactions, but I would like to think I still retain some proficiency of the English language.

I digress though and I want to encourage anyone who has even the slightest interest in this publication to act upon it and involve him or herself. You get GREAT benefits with the “job” - you pick your own hours and level of involvement, you get HC credit for it and meet interesting new people, it looks impressive on all of those scholarship applications, and Jane brings donuts to the meetings!

I hope that you all enjoy this issue of The Chronicle and good luck on finals!!!! See you next year!

“Enjoy this issue of The Chronicle and good luck on finals!”

Emily Simpson
Associate Editor
Next Steps: Life after OSU and the UHC

Jane Siebler
UHC Head Advisor

Almost any UHC student you ask would indicate that the Honors College experience was one of the high points of their undergraduate life at OSU. There is, however, life after OSU, so what about life after the Honors Degree? Where do UHC graduates go, and what do they do?

Since a majority of UHC undergraduates at OSU are enrolled in either Science or Engineering, you might assume that UHC graduates all immediately rush off to medical school or high-paying engineering jobs. Although graduate school and gainful employment are definitely choices for many UHC graduates, there are other things that graduates do, too. As usual, it is difficult to generalize UHC students—their individuality is well-known, and it continues with respect to their post-graduation plans, as well. Do UHC graduates find that their UHC experiences make a difference in their future? The answer is a resounding, “Yes!” Here are some of their stories, as life continues after the UHC...

Spending a period of time away from the academic grind, as well as working and preparing for graduate school seems to be a pattern for many UHC graduates. Sarah Normandin, Honors BS, Microbiology, 2000, remained at OSU immediately after graduation to work in a lab and prepare for the medical school application process. She has recently been admitted to OHSU for medical school and is ready to move on from Corvallis and OSU.

Charity Dean, HBS, Microbiology, 2000, remained in her hometown of Junction City, Oregon to marry her high school sweetheart, and to work and prepare for medical school. She worked at the Lane Memorial Blood Bank in Eugene as Quality Assurance Coordinator. She reports that the year away from academics gave her the opportunity to pursue hobbies and do volunteer work, as well as to get married. Now, she’s ready to return to the books. She indicates that the experience of writing her UHC Thesis prepared her for writing reports and documents for her job. Not only did Charity’s thesis work impress her boss, but her undergraduate experience as a whole must have been impressive: she interviewed at six medical schools—OHSU, Colorado, Tulane, Pittsburgh, St Louis and Vermont. She and her husband are in the process of deciding where to go, come August, 2001. Charity is interested in pediatric surgery and hopes to return to Africa, site of her internship work in fall of her senior year, for further schooling.

After graduation, Rita Strobel, HBS, Biochemistry/Biophysics 1998, went to work as a research associate at the prestigious Hastings Institute in New York. After two years there, she applied for graduate school at Yale, where she is studying ethics. Christa Svensson, HBS, Anthropology, 1999, spent two years working as a retail manager in a store on the Oregon coast, then be-
Graduates moving on and moving away from OSU and the UHC

egan applying for graduate programs in museum studies. Christa’s UHC Thesis was a project at the Jensen Museum of the Arctic at Western Oregon University. For that project, she designed an exhibit entitled: The Men’s World. This coming fall, Christa will begin her graduate work at the University of Washington’s interdisciplinary program in museology.

Kerry Jacques, HBS, Exercise and Sports Science, Fall 1999, took graduate classes and worked about six months at OSU right after graduation, then moved to Washington, D.C. to work in research training at the National Institutes of Health. She’s working with proteins and cell signaling/migration and will apply to medical school for 2002. Kerry anticipates studying medicine in Hawaii, California or the East Coast. Her honors thesis was recently reworked and accepted for publication in the Journal of Sports Medicine and Physical Fitness.

While many UHC students take a year or so off to earn money, prepare for further study or just for rejuvenation, others actually speed up their graduation date to take advantage of an opportunity. This is exactly what Ravi Puri, HBS 1999, did. Ravi was originally scheduled to graduate in spring of 2000, but he was able to get an early acceptance for Law School, so he reworked his schedule, sped up his thesis work, and graduated early, heading to Lewis and Clark Law School in August, 1999. After law school final exams, Ravi will spend the summer working for Bonneville Power Administration. Next year, he’ll sit for the bar exam, and all those nights of reading material for honors classes will pay off again!

Sometimes a UHC graduate will go far away for further studies, then find themselves back at OSU. Nickia Braxton, HBS, Liberal Studies, 1998, left OSU for graduate work at Emory University in Atlanta, Georgia. After successfully completing her Master’s of Public Health at Emory, Nickia’s returned to the northwest, where her future plans include study toward her Ph.D in Public Health at OSU!

UHC graduates from a variety of majors take jobs in numerous locations and fields of interest. Kyle Reese, HBS, Mechanical Engineering, 2000, is a mechanical engineer in Annapolis, Maryland: “applying my knowledge of Mechanical Engineering to the relatively new world of Financial Engineering.” Molly Gleason, HBS, Home Economics, 1998, is a registered dietician who is the area manager for School Food Services for Salem/Keizer Public Schools. Ann Beebe, HBS, Apparel Design, 2000, works in apparel design with Nike in Beaverton, Oregon. Jessica Brown, HBS and HBA 1999, is serving in the Peace Corps in Macedonia where she continues her passion for the environment. She’s assigned to a resource center working for the conservation of Lake Ohrid, a UNESCO World Heritage Site. Miranda Dodd, HBS, Geology, 1999, is with the Peace Corps in Mauritania. Miranda describes her work as “community health, health education, and water sanitation and disease control.” She works to devise and implement various health-related projects for the people of her village and region, and she is learning the local language, Pular. Miranda and her colleagues will go door-to-door to vaccinate every child under five against polio.

Whether they go directly from OSU to graduate school or take some time off, UHC graduates find increased options for higher education because of the strong foundation honors classes and the thesis provided. From management positions to financial engineering; from apparel design to Peace Corps, UHC graduates are also entering the world of work and making a difference. The next steps for UHC graduates are as varied and interesting as the students themselves. The enriched academic environment, the support and nurturing of dedicated faculty and advisors, and the chance to produce results in the Honors thesis project-these are stepping stones to the bright future UHC students enjoy.
Rachel Hochman
UHC Advisor

Interested in traveling to northern Idaho for Spring Break? You will spend a week in a small mining community listening to speakers and passionately discussing and analyzing the events that created the second largest Superfund site in the United States. You will not be working on your tan, but you will learn how 100 years of mining and smelting in the Coeur d’Alene mining district resulted in environmental devastation, public health issues (lead and heavy metal poisoning), and the economic devastation of a small rural community. You will work in teams to develop solutions and address significant issues related to the Superfund site cleanup and local stakeholders (Coeur d’Alene Indian Tribe, the State of Idaho, Idaho Department of Environmental Quality, Northwest Mining Association, Panhandle Health District, School Superintendents, Shoshone Natural Resources Coalition, Silver Valley People’s Action Coalition, Silver Valley mining companies, Terragraphics, Inc., The Lands Council, U.S. EPA, and residents of various Silver Valley communities). Your participation in this innovative experiential education project will change your life! (All you need to do is apply)

The Coeur d’Alene mining district in northern Idaho was once the most prodigious lead and silver-producing area in the world. The district encompasses a 25-mile valley of the South Fork of the Coeur d’Alene River. From 1884 to 1984 over ninety lead/zinc/silver mines extracted more than one billion ounces of silver from the region, thus resulting in the appellation “Silver Valley.” Mining and smelting in Silver Valley created an economic boom with thousands of jobs and the development of new mining and ore-processing technologies. It also left behind a legacy of massive environmental pollution on a geographically extensive scale, an epidemic of lead-poisoning in children, labor wars, and categorization as a Superfund site in the United States.

This year Professors Michael Mix, Lani Roberts and Patricia Muir created two challenging courses designed to introduce students to the real world issues, complicated factors and conflicting values that surround the clean-up of large-scale environmental crises. In winter term, students familiarized themselves with the history and geography of Silver Valley, technologies used by the mining and smelting industries to extract and purify ore-bearing rock, environmental regulations surrounding the mining and smelting industries and Superfund statutes, and the values and rationale of stakeholders. During Spring Break, students traveled to northern Idaho to meet and interview stakeholders and local groups along with touring the Superfund site, mining and smelting facilities and historical districts. They focused on seven questions presently under discussion in Idaho: 1) whether or not to expand the Superfund site to in-
clude the entire Coeur d’Alene Basin and the Spokane River system; 2) whether or not to declare the existing Bunker Hill Superfund Site “clean” or to require additional clean-up of the entire BH Site, or some parts of the BH Site; 3) determining who, or which agency - EPA, State of Idaho, existing mining companies, other sources of federal funds, or some combination - will fund future clean-up activities; 4) determining if Coeur d’Alene Basin water quality standards should be established by the State of Idaho or the U.S. EPA; 5) establishing the role of the State of Washington in all issues; 6) whether or not children remain at risk for lead exposures in the Silver Valley; and 7) whether or not Silver Valley schools are safe and clean, relative to lead contamination. Following their trip, students wrote a paper analyzing the positions and values of two conflicting stakeholder groups. The goals of the paper were to recognize the legitimacy of each group’s concerns and articulate their positions without bias. Without question, the skills and knowledge gained in these courses will be applicable to other complex issues.

In the 1980’s Biology Professor Michael Mix began studying how metals released by mining and smelting in the Silver Valley affected aquatic life and water quality in the Coeur d’Alene River and Spokane River systems. After some time he recognized that the issues surrounding the mining and smelting industries, their effects on the environment, and the Superfund designation centered on numerous stakeholders and the local citizenry. In order to evaluate the clean-up processes, he needed to understand all of their stories.

As a teacher, Professor Mix realized that many students graduate from OSU hoping to affect change in similar situations. Most of these students leave the university with a specialty in one discipline, however, they need an understanding of how numerous disciplines are interrelated. The Spring Break opportunity accomplished that goal. Here is what one student had to say: “My eyes have been opened to a whole new realm of experience, that of law and politics, science, society, government, morality, the Earth . . . these things are inseparable . . . somehow I always knew that, but [this course] made me unable to ignore it for even a second, ever again.”

In their evaluations, students asserted that this course opened their eyes to the need to understand multiple disciplines, changed their lives, made them better people, and was undoubtedly the most positive learning experience during their tenure at OSU. They repeatedly mentioned their hopes that the university will offer other classes similar to this one.

Great job, Professors Mix, Roberts and Muir, we will expect to see these students creating solutions for other environmental problems in the future.
A year in review:  UHC events at OSU bring fond
memories and life experience to a special group of people
Gender conference reveals sexism remains rampant

Sam Boush
Staff Writer

The OSU Conference on Gender and Culture has allowed people with varying interests and backgrounds to come together to share their insight about the way individuals experience discrimination since the program’s start in 1999. This April, the conference featured programs like “‘The Bitch that Blighted his Life: Debunking the Stereotypes of Irish Drama’ and “Early Blues Music and African American Feminist Consciousness.”

The Honors College presentation “Experiences With Sexism: A Day in the Life of an OSU Student” was designed to let interested students speak their minds about the issues that concern them. The girls that spoke read thirteen different accounts of subtle sexism and racism that they have felt here on the OSU campus.

“It’s been my experience that freshmen and sophomores are more prone to discriminate on people of another color or sex than juniors or seniors,” said Sathya Ravichandran. “Perhaps they need a chance to let the stereotypes of high school wear off, or maybe they just mature.”

Topics ranged from the looks that women in skirts and high heels get to the way men perceive female drivers. Speakers found that women are sometimes served less at meals, ignored in group work, and shown less respect in the classroom.

While speaking of his own children, one Engineering professor said “I feel sorry for the girls in this class because while the boys were playing with circuit boards the girls were playing with Barbies.” He went on to mention that he understands the difficulty females have in his class because they are generally pushed more towards Barbies than towards electronics.

The speakers also found that social expectations contribute to an unhealthy environment.

“Girls can be cruel: they’re too critical,” said Caitlin Wilson. “We all have A’s in self-persecution.”

The small crowd that listened and looked couldn’t help but feel sympathy for these women, and admiration for their resistance to any forms of prejudice. Some left feeling that the situation on campus could be remedied with strong hearts like these, while others were disappointed to hear that things haven’t changed.

“It’s disappointing that this situation — which we had such high hopes for — has increased,” said Marie Parcell, a woman in the audience. “That the problem itself seems not to have changed since when I was in high school and college a long time ago troubles everyone.”

Still, in the words of the 19th Century Woman’s Suffrage advocate Lucy Stone, “Our cause is half won when we find that people are willing to hear it.”
Ground broken, not bent, on new campus site

Sam Boush
Staff Writer

This February the Oregon University System picked Oregon State’s proposal for a branch campus in Bend over the proposals made by the state’s other universities. Chancellor Joe Cox felt that OSU’s broader and bolder ‘new university’ model extended further and more deeply into the Central Oregon region.

“As we analyzed the region’s need for academic programs, for workforce development and for educational services, the OSU proposal seemed to be a better fit,” said Cox.

The OSU plan includes many new colleges to be introduced into Central Oregon, including business, tourism, forestry and natural resources.

“Our proposition was broader than just a Liberal Arts college,” said Henry Sayre, president of the OSU faculty senate. “Both OSU and the U of O have good programs, ours just met the needs of Central Oregon better.”

The announcement of the campus project was a culmination of a nearly 50-year effort to create a four-year university in the state’s fastest growing region. The Cascades Campus, as it is now named, will provide the residents of Central Oregon with the university of their own that they have been wanting for decades.

“The new campus will change the complexion of Bend, a town that has been under-served in higher education,” said Sayre. “It will help business develop, art develop, and give the residents a sense of themselves.”

OSU has been working on a dual enrollment plan with Central Oregon Community College that will facilitate the transfer of students between the institutions and coordinate financial aid, courses and services between schools. Tuition and fees will be the same for the Cascades Campus as rates approved for the OSU main campus in Corvallis. Except for the money given to other campuses for the costs they incur in delivering their programs, OSU will collect and keep all revenue.

“We’re really getting ready to go,” said Linda Johnson, director of Central Oregon programs. “Transition teams from OSU and COCC have been working closely on such tasks as student and enrollment service programs, improving infrastructure, identifying new faculty and deciding on the use of office space.”

Though not yet set up on the Bend campus, there is going to be an Honors College. The planned Honors College will be modeled after the current one at OSU.

“We are absolutely going to have an Honors College!” said Henry Sayre. “It won’t be this year, but as the demand grows there will be one.”

Groundbreaking for the first building of the campus took place in April. The $5.4 million structure will house most operations of the new campus.

Classes will start in the fall at COCC. With more than 700 applications sent out to interested students, the new campus hopes to have 250 full time enlisted students next year. OSU and other institutions of higher education will offer about 110 courses for the fall term, and more than 300 in the first year.

The OSU foundation announced its commitment of $3.5 million endowment for scholarships at the Cascades Campus, providing roughly $150,000 annually.

“The future of Oregon begins today,” said President Risser. “When the people of Oregon are served, we can all take pride and share a sense of accomplishment.”
An Upclose Look at the Dean’s Day:
From dawn til dusk with Joe Hendricks, the UHC’s Dean

Bryan Ko
Staff Writer

While most of you are still dreaming in your beds, Joe Hendricks, Dean of the University Honors College, is in his office at 6:30 AM, every morning.

“I arrive early before the office comes alive," he says.

This gives him enough time to sign onto the Internet and check his email, and tend to some professional obligations stemming from his interest in gerontology. Avoiding all of the junk mail that he receives, he instead tackles the important and pressing ones. This is something that Joe does as often as he can.

"I'm an email 'o holic," he says, jokingly.

Many of you don't know much about Joe, or even about what goes on in the UHC office. Visiting there is a good idea because you're sure to receive friendly help. Being the head of UHC operations, Joe has a good grasp on the overall attitude of staff and faculty.

"No student in distress goes empty handed," he says. He explains how, in the "high touch and high tech" atmosphere of UHC, the staff and faculty puts emphasis on enriching the lives of students. Particularly important to Joe and the others is that students have a voice in almost everything.

"I don't have all the answers," says Joe.

This is the reason students can take advantage of end of the term comment forms for their honors classes, for example. The faculty reads these and makes changes accordingly. If, for example, students believe a one credit colloquia class requires too much work, it can be changed to two credits. But the Honors College doesn't just benefit students; it also benefits the entire staff and faculty members like Joe.

"Each day brings something new across your desk," Joe says.

For him, he finds joy in working with the highly motivated honors students, but he also finds it in the flexibility of the Honors College.

"It isn't bound by any policy," he says. "We evolve as we move along."

And as the Honors College is moving along today, changes are being made. Lately, a new Board of Regents (comprised of external supporters of the UHC concept) has gathered to help with
fundraising and programming. They have identified three priorities for the Honors College: the Honors Excellence Fund, the Sandy and Elva Sanders Eminent Professorships, and new forms of scholarship support for students. In addition, each week staff members have a "team meeting" in order to update each other on Honors College activities and discuss emerging issues.

Fundraising is a major priority and you can find information in "Honors Link," a magazine run by UHC faculty members. More contributions lead to better classes, more opportunities, and therefore more students.

"We don't want to over grow," Joe explains," but we need to get proportionally larger."

Joe is referring to the large increase in enrollment at OSU. Inside a well-organized three ring binder, he has graphs and statistics that illustrate this increase, in addition to UHC schedules of events and scholarship and the rest of the staff. See what's new in the Honors College and find out how much work is being done to keep the Honors College thriving; the health of the Honors College affects you.

As Joe says, that little 'H' in front of your degree is "the ticket that will launch you."

### A Few Fun Names for the UHC’s Dean...

**To be used sparingly and with a smile**

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Joe Hendricks, at McNary's fall welcoming BBQ.

Meet Joe Hendricks  Joe Joe bo bo banana fanna fo fo mi my mo mo Joe  Big bad Joe is near
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Mystery of the Theater Arts program solved

Bryan Ko and Abby Phillips investigate the theater program

Bryan Ko and Abby Phillips

You’ve all seen it, but most of you have never ventured inside. It’s that large, 70s looking building with the auditorium, next to the eerie green houses. For some of you, little is known about that strange building, located on the outskirts of OSU, but you’ve glanced at colorful flyers, posters, and announcements that openly invite you to come visit and see the plays. But it’s all an enigma; what is theater at OSU all about? We were determined to solve this mystery.

My partner Abby and I split up once we entered this so-called Withcome Hall. I was eager to find a good, reliable source of information about the Theater Arts department. I snooped around the dark basement of the building, which was literally filled with ancient props, clothes, costumes, and scenery. But I didn’t find my clues there.

It wasn’t until I headed back stage and ran into Charlotte Headrick, a professor in the Theater Arts department, that I knew I had found what I needed.

Having taught at OSU since the fall of 1982, Charlotte loves theater and feels it is was her calling.

“Theater is about everything,” she says. “Every time I direct a new play, I learn something new.”

As for the Theater Arts program, it’s a demanding one. Students do most of their work outside of class. In addition to this, many of these students hold jobs and act in plays, among other activities.

It is then up to the student to decide in which area to specialize. Emphasis can be put in areas such as costuming, acting, or directing, while other students do a little of everything.

But according to Charlotte, theater isn’t just for people majoring in it.

“Going to theater is part of your education,” Charlotte says to students. Anybody can get involved with theater; in fact, people who act in plays have very diverse majors, ranging from English to Engineering.

“It’s a place for you to be a part and come support your classmates.”

Honors students can also get involved in Theater Arts classes. Be sure to check out the honors Theater Arts classes for the 2001-2002 school year.

Next fall there will be a class to help students ‘develop their eyes.’ Every week, students will see a play and have discussions about it afterwards.

As expected, these honors Theater Arts classes are generally small.

“It’s just the nature of theater,” Charlotte says, referring to the one-on-one interaction between teachers and students. Because of this, it is not unusual for Theater Arts graduates to maintain a special attachment to the
As Charlotte says, “They keep in touch with me and I think that’s a phenomenon.”

But it was time for me to keep in touch with my partner. I was curious to learn about the discoveries she had made...

While my partner was acquiring information from Charlotte, I, Abby Phillips, crept into the abyss of the costume room. I was stealthily slipping in and out between the endless rows and racks of these relics. That’s when I spied him. I froze in my tracks, with my heart racing and palms sweating. Trying as hard as I could to make my appearance unknown, I clumsily stumbled over the folds of satin gowns. Caught in the act! His eyes were upon me now. I thought I was done for until he smiled at me. A feeling of relief swept over me when I realized this stranger had no intentions of thwarting my plans to uncover the mystery of the Theater Arts program, so I proceeded to question him.

His name was Earl, William Earl, a professor who has taught theater at OSU for seven years. I discovered that Professor Earl is familiar with the Honors College, having taught an honors section of theater history: the Philosophy of Theory and Criticism and Spectacles of Public Policy.

Spectacles of Public Policy is a colloquia class centered on movie musicals. Students learn about movie musicals in chronological order, then each student brings his or her favorite clip to class to discuss it. This class is comprised of only 15 students, making student-professor interaction more feasible.

Once I discovered these classes, I decided to retrieve more information from Professor Earl, asking him what aspect of teaching theater to honors students fulfills him.

Besides the fact that the honors students structure themselves in the classroom, Professor Earl stated, “The enthusiasm of an honors class is rejuvenating.”

Mystery solved. The hidden secrets of the Theater Arts program have been revealed. Because of our great detective efforts, we have showed that the Theater Arts program is demanding, yet beneficial for everyone.

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**Upcoming Theater Events**

**One Act Festival**
Eight Original Plays
June 7,8,9,10
7:30 PM Withycombe Hall
$2 at the door

**Twelfth Night by William Shakespeare**
August 9,10,11 and Aug. 16,17,18
7:30 pm Withycombe Hall
Main Theater Box Office 737-2784
The Chronicle

Talent show proves UHC students skilled
UHC home to more than just geeks with good grades

Sarah Shetlar
Staff Writer

Amid the myriad of other Mom’s Weekend activities, on Saturday, May 5th, 115 students, parents, and faculty members attended the 2nd Annual, Honors College sponsored Mom’s Weekend Talent Show at the Courtyard Inn.

To say that the show was a success would be an understatement. There were ten performances in all, ranging from singing, to dancing, to comedy routines and massage.

The Masters of Ceremonies for the show were juniors Kalan Guiley and Phillip Usera, who provided a smooth commentary filled with humor and compliments for the participants.

The show began with a demonstration of “acrosage” by sophomore Kalin Lee. As was appropriate for the weekend, his mother assisted him.

Beginning what was to be a trend for the evening, Lee talked easily to the audience.

“Acrosage,” Lee said as he was balanced on his mother’s feet, “is a massage technique you do upside down with another person.”

He later explained that the acrosage comes from the word acrobatics and the -sage comes from the word massage.

The next act was an Indian dance performed by sophomore Monika Arora to the song Chumba Chumba from the movie Chinagate. While inspired by the moves used during the movie, Arora choreographed the dance herself. She was dressed in a traditional, brightly colored Indian costume, complete with jingling anklets, and the choreography was sassy and fun.

Honors College sophomore Joelle Gordon gave the third performance of the program singing “Is it really me?” from the musical 110 in the Shade.

“I had a horrible cold this week and I promised I’d sing, but I told them that if I couldn’t sing, I’d rap it.” Gordon joked. “Luckily for you, I’m well enough to sing.”

And sing she did.

Dow Yeh, an alumni of the Honors College and the fourth performer on the program, accompanied Gordon on the piano.

Staying at the piano Yeh performed Sergei Rachmaninoff’s Prelude in B Minor. The audience was silent as they listened to the notes of the flawless performance fill the room.

“Hence the term talent show,” Usera said as Yeh walked back to his seat and the audience nodded and clapped their support.

The final act of the first half was a comedy routine given by sophomores Matt Bemmer and Doug Kronmiller. They performed the Monty Python sketch “Michelangelo and the Pope” drawing chuckles and howls of laughter in what had previously been a serious event. While they acknowledged that their accents were not perfect, they asked that the audience bear with them, and the audience did.

Ruth Carter, a sophomore, began the second half of the show with a rendition of “How Could I Ever Know?” a song that was originally composed by Lucy Simon for the musical The Secret Garden. Dressed in a bright purple gown, she filled the room with her voice.

Coming directly from a performance in the MU Quad, Cool Shoes members junior Yaro Bulatov and senior Melissa Olson wowed the audience with a 1920’s dance medley, complete with fancy footwork and complicated lifts.

Junior Thom Young, dressed in full Scottish regalia, was next up and gave a rousing performance on the shuttle pipes—a smaller, quieter version of the bagpipes. He played three different sets of traditional reels, marches, jigs, and hornpipes in between which he conversed with the audience, explaining what all of the songs were and why he was wearing his hat (because his mother wanted him to).

After playing the violin for eleven years,
sophomore Rachel Hinton and protegee of eight months, eight-year-old Lilian Richardson, did an energetic duet of “The Can-Can.” Richardson, blushing, said she might be back to perform again the next year.

Sounding nearly professional, Jennie and the Home-town 2 performed ninth. Freshman Jennie Meiger sang Brian Adam’s “I do it for you” with backup from Kalan Guiley (taking a break from his job as MC) playing the drums and freshman Ian Johnson playing the piano. They completed the performance by presenting each of their mothers with a rose.

Cort Brazelton, a sophomore, gave the final performance of the afternoon, playing three songs: “Eyes of the World” by the Grateful Dead, “Layla” by Eric Clapton, and an original composition. In a set that was equal parts comedy routine and concert, Brazelton joked with the audience, added his own electric guitar and percussion sound effects, and invited everyone to sing along with him.

“I’m not sure if I should play this song,” Brazelton said as an introduction to his original composition “Coffee in the Morning.” “But I like playing it, so I’m going to anyway.”

“I came last year,” Anita Summers, the ‘grandmother’ of the Honors College said. “I didn’t think anything could be better, but today’s [talent show] was.”

Book Review: Dinka Identity in Song

Jenny Druckenmiller
Staff Writer

Dinka Identity in Song

“The tribes who will fear will wait for poison
I will not...
The lion that comes finishing the people
I do not like...
Even if you thunder like rain
I will not leave you...”
—The Flying Lion, a Dinka War Song (Ngok)

These words signify the spirit driving Dr. Francis Mading Deng, a man of Dinka ancestry and a distinguished scholar and author from the Sudan, who is writing to preserve the songs of his cultural heritage in his book, “The Dinka and Their Songs.” He observes that as social, economic, and political elements in the African world change, contemporary life and ideas are gradually replacing, altering, and erasing the traditional songs which he seeks to save. Deng is determined to help ensure their survival — and not to abandon them to the ages — because they are so “intimately associated with all aspects of Dinka life.”

“The Dinka and Their Songs” is divided into three sections which guide readers through the book to a deeper appreciation of this connection between Dinka society and Dinka songs. The first third of the book consists of anthropological material, introducing readers to the people and their culture. The second section of the book consists of the songs themselves, translated to English and separated into categories. This practical breakdown promotes easy reference at the same time that it helps the reader understand the distinction between song types. The third portion of the book consists of a number of tribal songs written in Dinka. These selected texts make it possible for speakers of the Dinka language to hear the songs in their native tongue, or even to familiarize those who do not speak Dinka with the language in written form.

Though Deng writes in an academically formal fashion, it is not uncomfortably stodgy, and he communicates information gracefully. One technique he employs to enhance his reader’s comprehension and maintain their attention is to illustrate his factual statements with verses from the songs themselves. This at once lends a functional aspect to the poetry in context, upholds the statement in question, and supports his overarching thesis that the songs and culture are inextricably linked.

Dr. Deng has written with the intention of awakening readers to the significance of song to Dinka identity, before the traditional songs and their lyrics become extinct. He is like the warrior who will not “wait for poison” but stirs Dinka descendants, Africans, and non-Africans to understand and esteem the cultural heritage of the Dinka. He warns them not to abandon their identity for modern replacements — to be wary of “the lion that comes finishing the people.” He believes, and convinces others to believe, that these songs must be preserved so that people may not lose this facet of their identity by losing touch with the ideas of their ancestors or their traditional form of self-expression.
Freeing the Imagination...
A collection of poetry and art from UHC students

Speechless
Jessica Smith

For those not good with words
I write what I can
in personal poetic form
to give you vocabulary
when you are sitting beside your mind
and it sits playing games with you
I can not however give you
answers to those conversations
where your feet
provide solace in vision
while someone in this world
demands you say something
I can only emphasize
for as frequent as I am with words
they come in droughts and deluges
often a blank stare

is my half of the conversation
when my tongue is dripping
with desperate words
but my lips are bolted
so the words puddle in my mouth
and flood into a scream
a million drops of words
rushing out of my mouth
so suddenly and savagely
it is heard as a shriek
a words riot lost in the air
organization scrambled by frustration
the world is left
speechless
and I am understood

Iris
Jenny Drunkenmiller

Iris,
courier of heaven,
bring the message that He sends
engraved upon your bow!
Soar,
through rain-wet sunshine
— fleeting — lasting, though;
it lives in this world but a moment,
then, by a faithful promise,
forever ~
and we need not let that go.

Finger Paint Emotions
Jessica Smith

Time for our life to jump to being
instead of waiting in the green room
going over the lines we’ve learned
and practicing the moves we’ll execute
when the lead asks us to take cue
we’ll run off the stage in a hurry
to find where life is a blank page

instead of paint by number
we’ll take out finger-paint emotions
and spread the color across unevenly
get naked and roll in it freely
get dressed and go out to dinner
dripping color all over their carpets
Unrequited Affections

Bob Baddeley

Who am I to say anything?
Am I not the lowly freshman,
Unknowledgeable in everything,
Unknown to everyone,
And influential to no one?

Yet where once in my heart lay loneliness
Now harbors that which cannot be described
Well enough to give due justice.

It is a joy filled with sorrow,
Yet also a strength brimming with fear.
It is uncertainty about the future,
But absolute decisiveness for what I want.
It is an awareness of what I have not yet noticed,
And an ignorance of everything that should be important.

In a word, it is love,
But not the love that country singers lament,
And pop stars praise again and again.
It is a comprehension of all that exists,
And an appreciation for what I find important.

What matters to me is not the money or the cars,
Nor the people that pretend to be my friend so they can say they know me.
It is the chance to see the same thing in my favorite mirror;
you.

I yearn for the opportunity to catch a glimpse from you,
When you see that I see you,
And the game of peekaboo becomes personal.
It is that split second when I have a chance to look into the soul of my
favorite person,
And hope that that person is thinking the same.

I know that I will never get more than a glimpse from you.
Though the smiles are abundant, and the laughter is fluid and effervescent,
I understand that you will never give me what I want most;
The time to look into your eyes until I know what you think.
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