



The Official
UNIVERSITY HONORS COLLEGE
Student Magazine

Chronicle

Winner of the 1998 National Honors Newsletter Contest

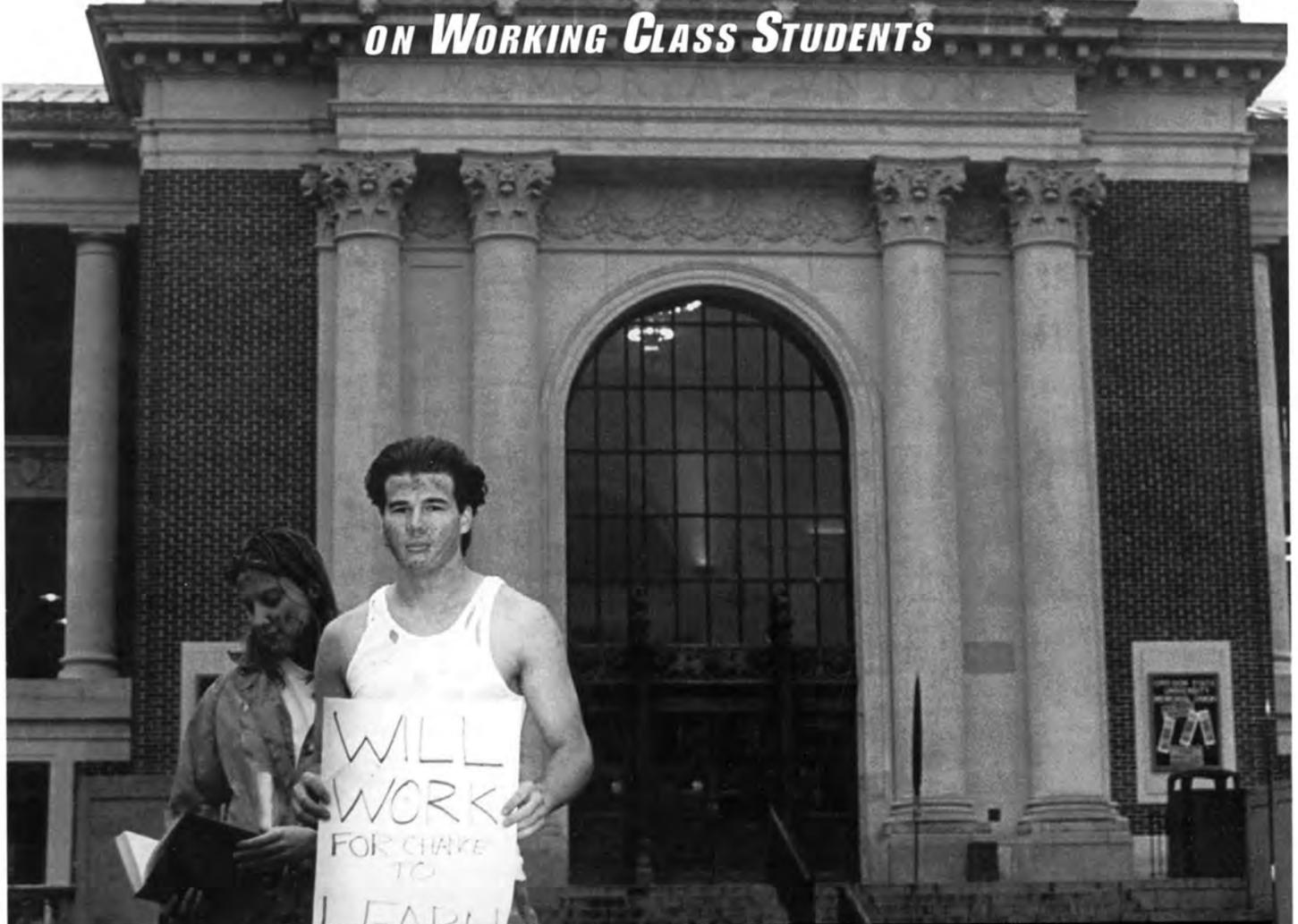
Volume V, Issue One

Fall Edition, 1999

FREE

“WILL WORK for CHANCE to LEARN”

*How TUITION COULD DECLARE A CLASS WAR
ON WORKING CLASS STUDENTS*



UHC AND OSU NEWS

EMPOWERMENT

ENTERTAINMENT

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Volume Five,
Issue One

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COVER STORY

“WILL WORK FOR CHANCE TO LEARN”

How Tuition Could Declare a Class War on Working Class Students

by Alexander Johnson

When compared with other state universities, OSU offers a quality education at a fair price. However, if tuition continued to double every decade it could start forcing students to drop out, thus excluding working class students from the chance to work toward a brighter future. **Page 12-13**

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CHRONICLE magazine is published through JC's Publishing every seasonal term. Circulation is 2000 copies. CHRONICLE magazine is sponsored in part through funding from UHC student fees as well as individual contributions. We distribute all across campus including places such as in the Valley Library, the OSU Memorial Union as well as several dorms and student living establishments. If you would like to subscribe to CHRONICLE magazine please contact the editor at AlexinDR@aol.com. Issues can be mailed for a year at an affordable price of \$10. Or, if you would like to make a contribution to help support CHRONICLE, please contact the editor to find out how you can help keep the tradition alive!

LETTER FROM THE EDITOR



IT IS NOW OFFICIAL THAT OUR AWARD-WINNING UHC STUDENT MAGAZINE, CHRONICLE, IS A recognized club through the Student Activities council. This means that in the future we will be able to apply for grants, which are necessary to make the magazine even more dynamic. In our next issue, we intend to publish the magazine in color, with a focus on the most influential ideas, trends, and people that will shape the 21st century. By far, it will exceed anything we have ever done before!

However, we will still gratefully accept donations from leaders and sponsors in the community who would like to help assist in the growing tradition of excellence in CHRONICLE. Contact the University Honors College to see how you can help.

CHRONICLE magazine is published because dedicated students willingly volunteer their time, talent and effort. I wish to convey my sincere thanks to everyone for the limitless energy and enthusiasm that they devote to the publication. For me, having the opportunity to work with such a group of diverse and positive students is what makes working for CHRONICLE worthwhile.



LETTERS TO THE STAFF



THIS IS THE FIRST ISSUE in which letters to the staff have been published. Unfortunately, we did not receive very many comments for publication in this edition. Nevertheless, the feedback from the UHC and the OSU community has been very positive for the most

part. A few readers have suggested that we improve our writing style and articulating our arguments. We even had an unfortunate case of someone who felt as though they were misrepresented in the last edition. We invited her to send in a letter to the staff but she declined. On the positive side, the majority of readers have all said the same thing: "We're glad CHRONICLE magazine is evolving into an intellectual and news publication for students," and that "the articles are getting better."

CONGRATULATIONS ON WINNING FIRST place in the 1998 National Collegiate Honors College student newsletter competition. This recognition for CHRONICLE magazine states very clearly your preeminent status among your peers. Efforts such as yours enrich the undergraduate experience for all of us at OSU and represent a superlative example of success for the entire University.

Keep up the good work and thank you for working on behalf of Oregon State University.

Paul G. Risser
President
Oregon State University

I HAVE ENJOYED READING CHRONICLE magazine over the past few years and can understand why you received first place in the 1998 NCHC Student Newsletter competition. As one who was involved in a number of undergraduate initiatives myself, I know how much time and effort you put into producing CHRONICLE. No doubt your efforts are one of the factors that attract a large number of applicants to the University Honors College, and I congratulate you on the important precedent and example you are setting for them.

Roy G. Arnold
Provost and Executive Vice President
Oregon State University

CHRONICLE IS A STUDENT PUBLICATION that is read not only by members of the UHC but is distributed to top-level administrators on campus and to various other friends and supporters. As I speak to them in the various places where our paths cross, I routinely hear comments about the outstanding quality of your magazine. Naturally I am pleased and gratified and take great pains to point out it is a student publication and staff have minimal, if any roles.

In the years since CHRONICLE started, under its previous name, I too have read it in awe and with wonder and the quality of the journalism, the creativity of the staff and editors and the determination of those responsible to see that it actually sees the light of day.

My congratulations to all who are associated with CHRONICLE and to its editors in

particular for producing a quality student publication. It is not a surprise that it was recognized as the Outstanding Student Newsletter Publication in 1998 by the National Collegiate Honors Council.

Joe Hendricks
Dean of the University Honors College
Oregon State University

I JUST WANTED TO SAY THAT I CAME across your student magazine lying around at a coffee shop in downtown Corvallis and I really enjoyed reading the articles. In particular, I really enjoyed Kara Sutton-Jones's article, "OSU, Inc?" My son is a History major at Portland State University and has often complained to me about feeling like the objective of Higher Education has shifted from maintaining standards to just maintaining retention rates at any cost ... it seems like this isn't just a problem at public universities in Oregon but also across the nation. In a sense they're selling out so that students will keep coming. But it's not just their fault - the public High Schools in this country are making it so that they don't really have a choice ... best of luck to you all in the future!

Linda McHarden
Portland resident

Letters sent to the staff are considered for publication. If you have thoughts on the UHC or if you would like to comment on previous editions of CHRONICLE magazine, email your letters to the editor at AlexinOR@aol.com. All letters received will receive a personal response.



JOSH CARNES is a freshman in Pre-Electrical Engineering. He enjoys writing, moving films, spur of the moment dance sessions in his living room, the company of his guitar, and looks forward to a career in designing video game systems for well-adjusted gaming addicts. carnes@mailbox.orst.edu

MEGAN CONN, a freshman in Liberal Studies, would like to make it known that she is both a Californian and a good driver. She takes a particular liking to her hiking boots, the word "pop" and Icelandic culture. She is notorious for preferring to take the scenic route. conn@mailbox.orst.edu



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ALEXANDER JOHNSON, is a Junior studying Psychology and Philosophy. This is his second term as the Editor of CHRONICLE magazine. He makes spare time to enjoy reading, golf and free lance digital video production. After earning an M.B.A., his lifelong dream is to be both a producer and writer of films and documentaries that assist in the evolution of democracy, an open society and human potential. AlexinOR@aol.com



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SHANNON MAGUIRE, a UHC freshman in Agriculture and Resource Economics, has worked on the CHRONICLE for one term. Besides studying environmental issues and policies, she enjoys photography and writing. Outside of classes, she finds time for outdoor activities and spends many hours in the indoor climbing gym. maguire@mailbox.orst.edu

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BETH TILGNER, a sophomore in Liberal Studies, is also planning on an International Degree and a Minor in Writing. She has been with the staff of CHRONICLE for four terms and is well known for writing articles on how students can save money. She stays busy preparing for grad school as well as keeping up with her two year old daughter. In what little spare time she has left, Beth enjoys reading, writing poetry and volunteering for local organizations. tilgnere@ucs.orst.edu



DEANN WELKER is a sophomore in English. She is also assistant news editor and a copy editor for the OSU student newspaper *The Daily Barometer*. She aspires to pursue a career in feature writing for either *Rolling Stone* or *George*. welkerd@ucs.orst.edu



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

CHRONICLE welcomes letters to the staff. Signed letters or comments can be placed in Jane Siebler's box at the UHC office, or e-mailed to the editor at AlexinOR@aol.com. Suggestions or submissions may also be dropped off in the UHC student lounge located in the basement of StAG (Strand Agricultural Hall).

Thanks to all the students who helped with contributing quotes to the magazine this term!

We greatly appreciate the staff members that took pictures for this issue: Jenny Druckenmiller, Kara-Sutton Jones, Megan Conn, Josh Carnes, Mr. Bill, and of course Kim Ivancovich our photographer (who took the cover photo this term).

Also, we convey our thanks the students of the University Honors College for covering the publishing costs of this issue through revenue from the new UHC student fee.

Finally, we would also like to thank Joe Hendricks and Jane Siebler for all their hard work and good advice.

If you are interested in becoming a sponsor of the only student news magazine at Oregon State University, CHRONICLE, please e-mail Alexander Johnson or call him at 757-6340 to find out how you can help keep the tradition of students writing for a better tomorrow alive.

CHRONICLE magazine is the first prize winner of the 1998 National Honors Newsletter Contest.

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THIS IS THE FIRST TERM THAT THE UNIVERSITY Honors College has required its students to pay a small fee of \$25, and already a few students believe that the fee is unfair and unnecessary. However, in the grand scheme of things, the new fee is relatively insignificant and hardly worth complaining about.

Each term, OSU undergraduates pay around \$233 in student fees as part of their tuition. If you want to debate the principle of "taxation without representation," there are many more serious and important issues to address in regard to this consolidated fee. For instance, every student pays at least \$23 per term to help support the athletic budget and in the

future it might increase in order to help pay off the debt that the department has accumulated due to negligence. The ASOSU Senate has yet to vote on the matter. Undergraduates have also paid fees for additional student services that they will probably never use such as the Student Health fee. Another

interesting issue is that students pay money each term that is administered to support student clubs and organizations that they personally may not even support.

Take into consideration the fact that the cost of belonging to the OSUHC is much less compared to the fee charged by the Honors College at the University of Oregon. Just recently, it was decided to require U of O honors students to pay a \$350 annual fee to assist with their expenditures.

Still, these comparisons alone do not justify the new UHC fee.

The reality is that at one time the UHC operated its student services on a practically nonexistent budget and it needed some help. Most UHC student functions that were made possible by contributions of time and money from students and staff members. Needless to say, past projects and services have operated as efficiently as possible while trying

not to compromise the level of quality that the Honors College strives so passionately to deliver to its students.

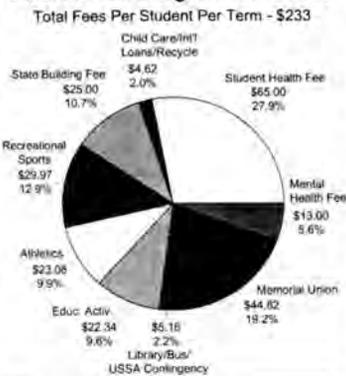
One example of such a service is the exclusive [Honors] Student Lounge Under Ground, commonly referred to as the "SLUG." According to

Joe Hendricks, Dean of the University Honors College, "no resources have ever existed to equip, staff or run the SLUG." The \$15,000 a year that it takes to operate the Lounge would come from the minimal surplus monies of the UHC budget. With increased numbers of class options, faculty, and other academic services offered by the UHC, this money was no longer available and needed to come from a student fee.

Joe also mentions that "by far the biggest complaint we received about what was wrong with the UHC last year was that the computers in the SLUG didn't work properly. An enormous amount of students said that the machines were either always stalling or that they were too slow." Thus, the fee was seen as a justified way to cover the costs for the new 466mhz computers (with internal zip drives) in the honors lounge. Since the purchase, students aren't complaining anymore.

Beyond these two primary expenses, all UHC students are encouraged to come to Steering Committee meetings on Tuesday at 5pm in the SLUG to submit other ideas on how to use the surplus money to benefit all of the students in the UHC. UHC fees are unique in that you can get personally involved with where your money from the fee goes. Some suggestions thus far have ranged from buying more books for the SLUG to assisting with future UHC trip costs.

Student Fees Budgeted for 1998-99



Sources: Memorial Union and Student Activities Office of Budgets and Planning

Do Students Create Success?

by Alexander Johnson

GEORGE BERNARD SHAW ONCE NOTED, "People are always blaming their circumstances for what they are. I do not believe in circumstances. The people who get what they want in this world are the people who get up and look for the circumstances they want, and if they do not find them, make them."

This is just one of many maxims that represents the tradition of a naïve, yet pragmatic, conservative ideal that claims we are all in complete control of our fate and that if life does not turn out the way we want it to, it is somehow our fault.

The tradition continues.

There was an article by Robert J. Samuelson in the November 1st edition of *Newsweek* titled "Students Create Their Own Success" which beckoned similar rugged individualistic and existentialist principles. The essence of the piece was that the prestige of the school you attend is irrelevant in predicting how successful you will be in the future. Eventually, society and the market will evaluate you based on your performance and ideas rather than where you went to school. As evidence to the argument, he cited a new meta-analysis by Alan Krueger (an economist at Princeton) and Stacy Berg Dale (a researcher at the Andrew W. Mellon Foundation) which demonstrated that the difference between starting salaries based on a diploma is going to be less than 10%. He explained that this statistic

applies only to starting salaries and that in the long run, again, what will determine your success are your skills, your attitude and what you know, not where you got your education.

First, while it is a truism that in the end we are evaluated by who we are and not by where we come from, it must be recognized that where we come from is a part of who we are.

Second, it is also important to note that success is not measured just by the amount of money you make. Success for some means progress in the humanities and the arts.

Next, it is necessary to realize that many students do not have as much spare time as they would need in order to carefully plan every step of their education. In a way, they are dependent upon the educational system to push them in the right direction. Most serious students spend the majority of their time struggling to get good grades, learning as much as they can in the process, instead of defining what they value and pursuing a part-time autodidactic life-style. On top of this, a large percentage of students work out of necessity and have other obligations that prohibit them from really taking complete control of their own lives. Thus, they pay money, in trust, to be the product of an educational system that they are told will promote the necessary individual growth for success -- and believe that with hard and intelligent work on their part, opportunities will emerge in all socioeconomic and intellectual stratas of society.

At OSU, it is proven to a certain degree that if you are in Engineering or the Sciences you have a world of possibilities at your fingertips if you go by the rules and work diligently and intelligently on what is assigned. According to the 1999 OSU Fact Book, "OSU Engineering students had a higher pass

rate on the Fundamentals of Engineering professional licensure exam than 99 percent of the engineering programs in the United States in 1998." Tests such as this establish world-class credibility and thus open up numerous opportunities. As for the Science departments, Joe Hendricks, Dean of the Oregon State University Honors College points out that, "At some universities there is a significant lag in time between the creation of knowledge and the dissemination of knowledge. At OSU, that is not the case. As a Carnegie I institution, OSU's students all benefit as new knowledge finds its way into the classroom in record time. Both students and faculty will then work together on research to analyze their findings." In other words, there are some departments that prepare you for the real world.

Yet, it is indisputable that getting a similar quality education is more difficult through the College of Liberal Arts, thus limiting opportunities. The well-known rebuttal is that retention rates are high, which proves that Liberal Arts students are getting what they paid for. Yet, this is just not true. The main reason why frustrated and ambitious students stay is because of financial reasons, while others stay due to other confounding variables. If OSU conducted an official survey to find out how students really felt about the Liberal Arts instead of trying to guess how they feel through statistics, they would see this as well.

For instance, there is seldom any "dissemination of [contemporary] knowledge," in most Liberal Arts classes. How many times does a Professor ask their students if they read the front

Continued on Page 16

THE UNIVERSITY HONORS COLLEGE STARTED off another year with the annual UHC barbecue hosted in the backyard of McNary Hall. Students enjoyed catching up with old friends and peers as well as the opportunity to meet with new Freshmen.

On October 23rd, a team of UHC students (Brooke Struck, Patrick Lew, Wyatt Tenhaeff, Shawn Waldow, Ming-Min Lee, Miles Masog, Cameron Derbyshire, Matt Cline, and student coaches Sathya Ravichandran, Kyle Shaver and Jeff Morgan) ventured off to Portland to compete against the University of Oregon on the trivia game show, *High Five*. Although the show is usually for High School teams, the OSUHC was invited for a special college edition of the show against the University of Oregon. Students and their families can watch the airing of the show on Christmas morning and New Year's morning at 10 am on Portland's UPN station Channel 12.

This was also the term that the UHC went to the Crooked River again for the fishing experience of a lifetime. (You can read about this

Chronicle of UHC events



Carole Ann Createau, professor for HC 199, helped prepare hamburgers at the annual UHC BBQ.



Shawn Waldow and Ming-Min Lee listen in as the game show host asks another trivia question.



UHC High Five players and coaches pose for a picture outside the television studio in Portland. From left to right: Patrick Lew, Sathya Ravichandran, Wyatt Tenhaeff, Jane Siebler, Shawn Waldow, Ming-Min Lee, Miles Masog, Cameron Derbyshire, Matt Cline, Kyle Shaver and Jeff Morgan. (Brooke Struck not pictured.)

in more detail in Jeff Morgan's personal account of the trip below.)

Dad's Weekend followed the fishing trip. On November 6th, the UHC opened the Honors Student Lounge (SLUG) so that Dads could see the student hub of the UHC community. Free food was provided and tours were given.

The UHC also continued the tradition of hosting a forum every term for the OSU community. This quarter, on November 17th, the UHC and OSU Debate Team discussed Affirmative Action issues. Students everywhere enjoyed the chance to hear comparisons of the myths and the facts about the philosophy and practice of Affirmative Action.

All students are welcome to attend the Steering Committee meetings at 6pm in the SLUG every Thursday to discuss future plans and ideas for UHC activities. For more information, email the UHC student advisor Jane Siebler at the address Jane.Siebler@orst.edu.



Jeff Morgan, a Senior in the UHC, tries to catch a fish in the Crooked River.

Gone Fishin'

by Jeff Morgan

"FINALLY, THE UHC HAS COME BACK TO THE Crooked River!" The legendary trip that in the past has been riddled with bonfires, flotillas of juniper trees, flares and scary people jumping out from behind cars was da' bomb once again. The purpose of this trip, like all the other trips we take, is to "help students within the UHC get to know each other, building a stronger community of aspiring young minds with similar passions for life, learning, and excellence."

Wait. Who am I kidding? We're just bums who wanted to get out of Corn-valley.

For all of you chomping for another story about tasty morsels, like last year's firewood expedition, skillfully coordinated by Scott McGregor and Kyle Shaver, you'll be sorely disappointed. This trip was surprisingly tame, lacking the usual paranormal events that surround our trips. There were no bone-crushing powerbombs or GQ smooth exploits by Aaron Tinkweiser (a.k.a. "The Tinkanator.") Nor were there any liquid lunches for rafters after the food raft mysteriously took a three-hour rest stop. Worst of all, we went without the 100 degree Celsius hot tubs that leave everyone's asses beet red and parched in the nearby snow. Not that there was any snow around, but hey, at least I had my sleeping bag this time. My ass was fine and cozy.

The highlights, if not as outrageous, were plentiful as always. No UHC camping trip would be complete without watching Meredith Stewart slave over the coals, providing everyone with as many gooey S'mores as they can stuff in their pie hole. Meredith did what she does best: make the best S'mores that you have ever tasted and she graciously provided as many as we could eat.

Dan Fisher and Ryan Mohr helped chop down a juniper tree for firewood and later they triumphantly carried its corpse across the river as a trophy. I wish you had seen the looks on their faces - they were so proud.

To end this wondrous adventure, our UHC advisor buddy Jane Siebler and her man, Mr. Bill, brought us a bunch of goodies for dinner on Saturday night. We gorged ourselves with official UHC processed meat products. Actually, I didn't know what it was, but it was good stuff.

The weather was spectacular and very warm in the daytime, and all but two people were able to catch some fish. The wild rainbow trout were much more plentiful this trip, which was pleasant since we were all pretty much sick of the smelly and

ugly whitefish that had plagued us on previous excursions. For those of you that care, the hottest fly bait of the trip was a #12 Shaver Sowbug and I can hook you up with a sample if you want one.

Ok, enough of the past. Now we must look forward to the future - the people's future. Let me, your daddy, tell you what's going on. Pack your bags - we're going to Vegas this Spring term.

What's going to happen? Besides gambling away your college tuition money, there is a lot to look forward to. Will Melissa Wick and Laurel Hall ever find those cute Redmond boys that tried to pick them up last time we went to Sunriver? Will Brooke Struck lose all her money at the Bellagio playing \$10/\$20 Hold 'Em, and end up selling porn on the sidewalks of Las Vegas to pay off her gambling debts? Will Kellie Jones and Keith Hazelton, after a long night of dancing, miss

the van and have to ride a Greyhound bus seated next to a streetwise pimp named Huggy Bear?

There's only way to find out kids. Bring your daddy his money and sign up for the UHC Vegas trip today.

For more information about the UHC trip to Vegas, e-mail Jeff Morgan at morganje@ucs.orst.edu.



"DAN AND RYAN HELPED CHOP DOWN A JUNIPER TREE FOR FIREWOOD AND LATER THEY TRIUMPHANTLY CARRIED ITS CORPSE ACROSS THE RIVER AS A TROPHY."

Book Signing Hosted For UHC Professor

by Kara Sutton-Jones

BEFORE A GATHERING OF FRIENDS, STUDENTS, colleagues and community members, Dr. Marjorie Sandor, assistant professor of English, read from her new book *The Night Gardener*.

The reading and book signing took place in the Valley Library's rotunda Friday, October 15 to celebrate the release of the book.

A collection of twenty personal essays,

The Night Gardener

touches on subjects as diverse as nature, divorce, and death. Sandor first selected "On Leaving Florida" to read to the crowd. The piece centered on her memory of a last fishing trip to a remote lake, known home of alligators.

The Night Gardener posed a challenge to its writer in two

ways. She wished to delve into the "consequences of separation and divorce." Also, a solid deadline

from a publisher seemed daunting, as she feels she is a slow writer. Finishing, however, was its own reward.

Sandor is the author of *A Night of Music*, which won the 1998 Rona Raffe Award. Her writings have also appeared in *The New York Times*, *The Georgia Review*, and *House Review*.

Sandor shares her loves of writing and appreciating good literature in the classroom.

"Teaching, for me, is all about communicating the powerful role literature can play in our lives, and teaching students to engage in the act of creating art." Sandor said. "Writing, like teaching, is a kind of performance -- you and a reader you've imagined, trying to keep something alive."

Last spring, Sandor taught ENG 104H, Intro to Short Fiction: The Writer's Craft, calling it a "delicious" experience.

She added, "The small size, the passionate willingness of students to engage in discussion, change their minds, see something new -- that's teaching at its best."

Having taken the class last fall, UHC sophomore Maxine Peterson seemed to agree.

"I can say, without a doubt, that her enthusiasm for the class

was obvious. It was clear she loves the subject and loves to teach," she said.



"GRACEFULLY, SHE LURES US UP AND DOWN HER STREAMS OF THOUGHT WITH SIMPLE YET DISTINCTIVE LANGUAGE AS SHE INVESTIGATES THE NATURAL WORLD AND SEEKS TO DEFINE HER OWN PLACE IN IT."

— Katharine Weber, *The New York Times Book Review*

Help with Habitat for Humanity

by Brian R. Ottaway



HABITAT FOR HUMANITY (HFH) IS A NATIONAL ORGANIZATION COMMITTED TO uplifting families and communities through housing development. Similarly, the Oregon State University campus chapter of HFH is a group of students who come together to demonstrate the love and teachings of Jesus Christ to all people.

With our minds and labor, we renovate and repair simple, decent and affordable housing for those living in inadequate homes. It is often the case that these homes are the residences of people unable to invest in improvements that promote security and good health due to adverse circumstances.

We set aside Saturday mornings to work with other local Habitat for Humanity chapters to practice the principles we believe. While most members do not "demonstrate" a strong desire to get up early on weekend mornings, all make the choice to assist and say that they enjoy giving their time and energy to help others.

Albeit separate from the purpose of the group, it is fun. As a coordinator, I have a great time talking with friends, driving to work sites, eating lunch with other members, telling jokes and going to the bi-weekly meetings. The campus group is something I am proud of and am quite thankful exists.

While HFH is a Christian organization, it invites and welcomes all that believe in the mission and principles of HFH.

Students interested in becoming involved with Habitat for Humanity can contact Brian at ottaway@enr.orst.edu.



IF
YOU
BELIEVE
IN THE FUTURE THEN GIVE
TO THE
UHC EXCELLENCE FUND.

IT
WILL HELP
UNDERWRITE THE
SENIOR THESIS PROJECTS
OF UHC STUDENTS. IT WILL HELP
GIVE STUDENTS A CHANCE TO PROVE
TO
THE WORLD WHAT THEY CAN REALLY DO.

AND
WHEN YOU GIVE,
AN ANONYMOUS DONOR WILL
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SLUG *Soup* for the Freshman Soul

by Megan Conn

THIS FALL TERM, ONE HUNDRED AND THIRTY-ONE NEW HONORS COLLEGE students embarked on an enlightened and hopefully more positive educational experience. Since then, the Freshmen I have spoken with have seemed very pleased thus far with the University Honors College. Everyone agreed that the "college-within-a-college" atmosphere that the UHC provides has helped incoming students establish a sense of security, community, and hope for a promising and rewarding college experience.

"Home sweet McNary"

Getting settled into a new home at first can be confusing, even a little depressing. A lot of students pointed out that at first they felt insecure in a new environment and about "not knowing anyone."

So here's some "SLUG" soup for the soul.

With such a diverse population living in the dorms, meeting people with similar interests is often easier than you might think. "Living in McNary helped because everyone is basically in the same boat," explained Mike Meeuwesen, a freshman in Computer Engineering. "It isn't too hard to make friends. When you're residing with such a concentrated group of people, meeting new acquaintances [is] an easy task." Kathleen Freeborn, a freshman double majoring in Agricultural Business Management and Agricultural and Resource Economics, also enjoys life in McNary since it provides "pressure-free" living. "The people here are really cool because there isn't the constant need to drink and party. It's not that it doesn't happen, but the feeling I get is it's not expected of you to do that to be cool."

Also, what many students love about McNary Hall is that there is help when you need help. The residence hall staff tries its best to make each student feel "at home." Personally, I have learned that the hall staff can be a valuable resource to novices. My favorite example of this is the "How to successfully wash your own clothes seminar," put on by a Residence Assistant (RA) during the first week.

There are also numerous activities that go on in McNary. To pass the time, students relax by doing things from playing foosball to organizing dance parties in the main lounge. Also, as you walk in, there is an updated bulletin board that shows a multitude of ways UHC students can get involved in things like UHC activities, OSU

Intramural Sports and student clubs. "I haven't been involved in any activities yet," said Amber Baxter, a freshman studying General Engineering, "but I'd like to be."

Fewer students mean more opportunities

However, one of the undoubtedly best ways to meet new and interesting people is through classes. Kathy Freeborn commented, "[Small] UHC classes are able to emphasize group interaction and discussion to a greater degree, and you find yourself often learning as much from other students as you do from the professor."

Personally, I never cease to find it amusing when my biology professor, for instance, jests every Tuesday and Thursday morning, "Anyone up there in the balcony have any questions today?" He tries so hard to get a response, but sometimes people can not even hear him. However, my UHC professor proves each and every time that even lecture classes have the potential to be an interactive educational experience.

"I really like the class sizes ... After being in huge classes with 100+ students, it's a relief to have a small class with around 15 students. Because of this, we also have interesting discussions, instead of just listening to the professor lecture every day. Unfortunately, small class sizes also mean that quizzes and tests are more likely to be essays rather than multiple choice, but I think it's worth it," exclaims UHC student Tammy Culter, a freshman majoring in Computer Science.

What's this SLUG?

Still, with over 400 students in the UHC chances are you're not going to have classes with all of them. That's why a few years ago both students and staff founded the "SLUG." (It is short for the [honors] "Students Lounge Under Ground." Needless to say, a slug has evolved into a sort of beloved esoteric icon among students in the

UHC. Observe the inflatable slug hanging from the ceiling in the lounge and you will see what I am talking about.) The SLUG provides sinfully cozy couches in a social area, as well as newly updated computers with which students can do their assignments. Best of all though, the lounge is a

"AFTER BEING IN HUGE CLASSES WITH 100+ STUDENTS, IT'S A RELIEF TO HAVE A SMALL CLASS WITH AROUND 15 STUDENTS. BECAUSE OF THIS, WE ALSO HAVE INTERESTING DISCUSSIONS, INSTEAD OF JUST LISTENING TO THE PROFESSOR LECTURE EVERY DAY."

place where students can go to meet and hang out with other UHC students that might otherwise not be in McNary or in any of their classes. It's also a sort of a type of organizational center where students can go and sign up for UHC trips (such as the upcoming trip to Las Vegas), one of the most popular UHC activities. "They [also] keep us well informed through the [weekly] email updates," said UHC Freshman Jessie Wood. "Later on, I'm interested in going on some ski trips."

SLUG soup for success

"What I like about the UHC is that the class size enables teachers to be your partners with helping you get the most out of the class. They're not stereotypical authority figures that insist you do everything their way," said Alexander Johnson, a junior majoring in Psychology and minoring in Philosophy. "In several of my classes the students will work with the teacher to figure out the most efficient and effective way the class could be taught. Some non-UHC classes will just wait until the end of the term for class evaluations, and by then it's too late to change anything. The more engaged attitude and philosophy the UHC takes is a much better approach not just to learning, but also to life."

Indeed, another perk about being in the UHC is that unlike some other classes where teachers insist on adjusting their grades to identically match with the infamous "bell curve," professors in the UHC work more closely with students to ensure that they know what they need to do so that everyone can earn an "A plus." Professors want to see students succeed, otherwise they would not be teaching the class.

Another philosophy that I came across while interviewing a few UHC students was the popularity of personality and aptitude tests that assist in choosing not only majors but inevitably career paths. They are available through the University Counseling and Psychological Services department, located in both the Admin Building and the Student Health Center. While these may sound similar to previous tests you have taken that you felt were a waste of time, don't be so quick to judge. The ratings for the tests administered at OSU have very positive approval ratings among participants. You might just discover that you would make a better nuclear engineer than a lawyer. Students often get caught up in believing that certain majors are "better" than others due to definitions of success, usually learned while growing up. However, the decision should be based on what is better and comes more naturally for the individual rather than the esteem of a particular major. Regardless, a few other UHC students I talked with felt just the opposite and agree with William Hazlitt, a famous English essayist who once said, "A strong passion for any object will ensure success, for the desire of the end will point out the means." In other words, discipline is also

very important and sometimes it is more important than aptitude.

There are classes offered through OSU that will also help with success. Jackie Balzer, director of the First-Year Experience program at OSU, notes that "learning how to effectively deal with increased freedom is a typical dilemma." There are also dilemmas such as managing time wisely to making studying efficient and effective. No one in High School ever stresses the importance of "learning how to learn," or the usefulness of learning how to maintain a positive mental attitude throughout the most stressful times. If you're interested in attending a class that will teach you how to study smarter, not harder, as well as get the most out of your college experience, look for either an OSU Odyssey class (ALS 111) in the Winter catalog or check out the Web site for the First-Year Experience program at www.osu.orst.edu/fye. (LS 199 is also another class that is offered to help students enhance their study skills.)

Furthermore, for students who feel as though classes offered through OSU do not provide everything they want to gain from their education, UHC students are notorious for organizing reading groups to compensate. At the end of this article you will find some reviews for books highly recommended among UHC

students. These books assisted them with creating a more productive and worthwhile college experience. There was also a computer program called "RocketReader," that one UHC student says "immensely helped improve my reading comprehension and speed." The web address for more information on this and other resources on how to get the most out of college are listed beneath the book reviews.

The last slurps of SLUG soup

Henry David Thoreau once noted, "Not until we are lost do we begin to understand ourselves." Indeed, at first college can be a little bit overwhelming. But it quickly becomes an adventure, as well the beginning of a lifelong education. Kyle Shaver (Biochemistry/Biophysics major) is among many UHC seniors who reflect positively upon their college experience. "I think that the UHC provides opportunities for students to make their ideas become reality. The small size in a large university allows for more personal interactions and includes people with similar motivation and determination to succeed. I have made many of my friends in Honors College classes and have been very happy with my experiences in the UHC."

Suddenly, SLUG soup doesn't seem that sour after all.

SLUG SOUP FOR SUCCESS

Here is a sampling of the ideas and books that UHC students say help give them the edge:

Q: What kind of advice would you give to Freshmen about how to make their college experience a success?

"For me there are five actions that lead to success:

1. Dream or visualize.
2. Convert the dream into goals.
3. Convert the goals into tasks.
4. Convert your tasks into steps.
5. Take your first step, and then the next."

"For each class, I make index cards of all the vocabulary terms and concepts and study them. This way, when I read the assignment I'm not as discouraged since I understand what I'm reading."

Q: Are there any books that have helped you make college successful?

"*What Smart Students Know* was a book I read in High School that really started to make studying a lot easier. Robinson talked with some of the best students across the country and shows how you, too, can improve what you get out of your education by enhancing your skills and studying smarter, as well as by changing your attitude about education. In my opinion, it isn't one of those books that preaches the obvious (i.e., "be sure to study in a well lit area") but stuff that you can actually find useful."

"*The 7 Habits of Highly Effective People* is a book that was suggested in a Business class I took a couple terms ago. Since reading it, I've been telling others to read it, too. It really helped me balance out my life and school as well as helped me get more out of my time."

"... [*How to Think Like Leonardo da Vinci*] is a book I would recommend to anyone aspiring to enhance creativity in their work. The author, Michael Gelb illustrates seven proven principles, for example includes what in Italian is called "connessione," or a respect for systems, thinking and connectedness of all things which I thought was the most interesting. Some of the other advice is kind of obvious. Still, it's a great account of the life of da Vinci and has a lot of other useful bits of advice."

"I use Cliff's Notes *Quick Reviews* because it helps me put everything into place and because they're concise, simple and yet cover all the key points. Sometimes you go into a class and the notes are confusing and you don't know where the class is going. These notes give you a macro outline of the course before you take it, and for me that's a big help in doing well. They're also good to review before you take upper division classes that build on the same material."

Web sites for more information:

www.rocketreader.com - get the software that one UHC student claimed helped improve his reading comprehension and speed tremendously.

www.dartmouth.edu/admin/acskills/right_les_tsg.html - just a Web site that had some tips for Dartmouth students on making the most out of their college experience.





“GOT PLANS?”

by Josh Carnes

HOW DID I HEAR ABOUT IT? I DON'T HAVE A clue. Nor do I remember how old I was - I have just always had in the back of my mind that the most spectacular and memorable moment of my life will occur as the sun rises on January 1, 2000.

My dream is to be standing at the zenith of Cadillac Mountain, in Maine, greeting the fingers of light as they first touch the United States. I will then return home to brag about seeing the first lights of the millennium.

The moment in time will be special, memorable, and romantic. Alas, as the years have crept by, my dream has become more and more unrealistic. Crossing the Rockies in winter with an '89 Nissan Sentra just isn't possible. Furthermore, my best friend has already bailed, and I don't want to go alone. Maybe it was meant to stay a dream? In any event, I need to find something to do.

I went around and asked some UHC students what their dreams were for the beginning

of the year in 2000. "Got plans?"

"It seems kind of special, but the new millennium isn't until 2001," said Justin Bloom, a sophomore in Electrical Engineering.

Hmm... Hmm... well that just goes and ruins everything, doesn't it?

Name withheld - "I have no idea. I'll be watching the ball drop like every other New Year."

Bleh. A couch and a TV is the extent? Is there anyone out there?

Jeff Morgan, senior in Economics and History - "I'll be fishing by myself on the Crooked River. I would like to remember the millennium. I'll be sober. I'll be camping."

Do we have a Thoreau on our hands? I like this guy! He's spiritual, to say the least.

Aaron Tinkle, sophomore in Zoology and Pre-Med - "...spend not much money, get drunk, and have fun."

This option is not quite as enlightening but

fun is the keyword here.

Kerry Jacques, senior in Exercise and Sports Science - "I'll be home in Hawaii, probably at a New Years party. Possibly fireworks on the beach."

Cool! Wouldn't we all like to live in Hawaii?

Mandi Butler, freshman Undecided - "We don't want to fly anywhere out of the country because of the y2k problem. Some countries aren't y2k compliant."

The y2k problem. Experts all over the world are working around the clock to solve the computer dating glitches. Is there really a problem though?

Kim Ivancovich, sophomore in Photography - "I don't think anything will happen unless the people freak out."

Maybe the pestilent hand of "The Press" will have something to do with that? Oops.

Mindy Dalcore, freshman in General Science - "I think it's a bunch of crap."

Now that's the spirit! No, seriously, I will not accept such an excuse for not formulating some decent plans. Come on people!

Lisa Duncan, freshman in Liberal Studies - "I would have liked to have been born in 1900 and die in 2000 to see everything happen."

Um, ok.

The irony in all this is I have been trying to plan for this event for years and yet as of now I am currently stuck at home. I did have several options at one time, but they've all fallen through. Nevertheless, I will prevail. I intend to host the greatest party ever to hit this little town in Oregon on a New Year.

As for the rest of you, there is also a very simple solution for the "no plans" problem. Instead of moaning about how over-emphasized the New Year is, call up your friends. It is likely that they will be free, it is very likely they will want to get together and it is most likely that you'll have a blast!

Making THE

Resolution...



"To make everyone else's life better and offer help when it's needed."

— Jeff Morgan
Senior in History and Economics



"Drink more Snapple. Snapple is good for you. It's the best stuff on Earth."

— Ryan Wick



"I don't believe in that kind of stuff. If you can't make a resolution on your own instead of just on the New Year, you're pretty much hopeless anywayx." — Tim Peterson

"To figure out what I want to do with myself."

— Mandi Butler
Freshman in General Studies

"To keep physically fit... well, to get physically fit."

— Angela Thomson
Freshman in General Engineering

"To become an independent millionaire by 2001."

— Eric Dickerson
Sophomore in Mathematics

FOR MOST STUDENTS IN THE UNIVERSITY Honors College, the summer is more exciting than simply sitting around the house, sunbathing in television rays. UHC students take advantage of various opportunities and interests to explore the world and cultures around them. Just a few of the trips ventured this summer range from taking classes at the London School of Economics to riding in the Road Race Nationals in Cincinnati to playing with monkeys in the Amazon jungle. Needless to say, it was also a summer of surprises for many students.

Karina Hershberg, a freshman majoring in Engineering, experienced the Istanbul earthquake first hand while on vacation in Israel and Turkey. After seeing both the Red Sea and Jerusalem, Karina found herself on the tenth floor of an apartment building the night that the earthquake hit. "It lasted forever," Karina said, "it just kept going and going ... I was actually in that strange little foreign country that you read about." The following day, Karina felt helpless as she saw people dying and being unable to do anything about it. This feeling led her to consider changing her major, or finding a way of making her studies of engineering more applicable to improving living conditions. She is also considering working with the Peace Corps.

Senior Jerrod Peterson, a Junior in Engineering, went to both England and Germany this summer with more in mind than just sight-seeing. He received a summer research award through the OSU International Degrees program. "My summer ID research grant covered the costs of my Europass, food, and hostels. Most of the time, though, I was able to stay with friends I had met while studying in England the previous year, which made the trip even more



Leah Gross at the equator.

exciting." Jerrod spent time conducting interviews for his thesis, a comparison of the impact of the Internet on mechanical design processes in the U.S. and Europe. He interviewed two professors in England and an engineer from the German company LogiCad3D, which designs special, highly sensitive mouse controls used in robotics and space shuttle missions. Jerrod explained that "an interview with a European engineer from such a company is invaluable for my research project. He also offered me the possibility of an internship position there next year!" From his summer experiences, Jerrod found that "you learn a lot of important things about life without the constant stress of midterm exams hanging over your head."

"During my summer, I straddled the Equator," reported Leah Gross, a Junior in Agricultural Sciences. "I saw the Andean Mountains complete with sierra succulents and indigenous people walking their cows down a dusty

culture movies and music are everywhere which is annoying. I would prefer that the Reunion TV station for instance would show more French films and less dubbed American ones."

Ariana Sutton, a senior in the UHC majoring in Environmental Science, also made a similar observation while she was abroad. "Foreign films were not regulated to the funky, small-time theaters, but rather they were shown beside big American films."

Commenting about her experiences as a foreign exchange student, Sarah Cook, a freshman in the UHC majoring in Chemical Engineering, said that in Germany, "They watch American movies, listen to American music over the radio, and read American magazines. From the German perspective, although Americans might be superficial, they are entertaining and are able to put on a show." She continued, "consequently there are mixed opinions about the U.S. due to the conflicting messages that the media there portrays."

In a world where American movies have such a wide exposure, it is ironic that so few foreign

road. I swung on a vine like Tarzan, bathed under a waterfall and was entertained by little monkeys in the Amazon Jungle. I hiked through the lush subtropical forests brushing past leaves as big as bus tires accompanied by an array of butterflies on a path dotted with exotic blooms of red heliconias. I ate shrimp and fresh fruit salad to wash out the salt water I swallowed while swimming in the warm ocean. I rode on top of a train through a fruit market overflowing with clusters of yellow and green bananas right off the tree. I bought a tablecloth from a colorful indigenous woman wearing her daily traditional clothing and a Nike baseball cap. I laughed at llamas that chased a tourist's dog through Incan ruins. I danced the salsa in discos with Ecuadorian men. I visited a rose plantation and carried away 25 long stem red roses. And finally I took a cruise through the Galapagos Islands where I swam with sea turtles and penguins, joined the sea lions in admiring the lake of flamingos, and tip toed through a colony of marine iguanas," she said. "Ecuador was two and a half months of an adventure I would highly recommend to anyone who is out to make the most of every opportunity."

Continued on Page 14

films can be seen here. India, for instance, has the world's largest movie industry and yet how often do we see previews for Indian films here in the U.S.? Personally, I would be interested in learning more about other cultures rather than seeing American-centric films.

Unfortunately, despite the fact that every culture has something to offer, multinational conglomerates disregard multicultural principles. Profits and market share have increased enormously over the past decade since the fierce entrance into international markets. Also, since American media promotes American products and consumer culture it means more business back home. It is not tempting enough for them to do what is right.

However, I do not want to relinquish the dream that we can someday look past the profits and attempt to synthesize multiculturalism in the media throughout the world. Transgressions and stereotypes exist because we still have a lot to learn from each other; it does not help the situation when all Americans see when exposed to movie is a mirror of themselves.

Globalization of American Media

by Darren Johnson

GLOBALIZATION IS MOST OFTEN USED TO describe the worldwide integration of capitalism and democracy. However, it can also be applied in a cultural context. While talking to UHC students and others that have traveled overseas, it was self-evident that there is a growing expansion of American media and that it is beginning to commandeer the global market.

When it is eight o' clock, American primetime television is omnipresent in homes across the first world as well as in the United States. My sister, majoring in Cross-Cultural Studies and French, is currently studying on Reunion, a small French island in the Indian Ocean. When asked about her thoughts on American influence throughout the world, she replied, "American pop



ENDLESS SUMMERS AROUND THE WORLD

by Shannon Maguire



“WILL WORK for CHANGE to LEARN”

HOW TUITION COULD DECLARE A CLASS WAR ON WORKING CLASS STUDENTS

SINCE 1960, TUITION COSTS HAVE NEARLY DOUBLED EVERY DECADE. Suffice it to say this is a bit faster than the rate of inflation or the Consumer Price Index. If this same exponential rate of growth were to continue into the next millennium, the end result would unconsciously declare a war against students from less economically privileged backgrounds as well as students who are forced to work in order to pay for school. Granted, it is only a figurative war, but it would be just as likely to oppress struggling victims and result in similar devastation and lack of opportunities. Now, more than ever, it is practically impossible to become part of middle or upper class society without a college degree, and that is not likely to change in the future. The existence of a universal American meritocracy, based on stipulated criteria yet disregarding who you are or where you come from, would be called into question daily.

Consider this: if the trend continued, by 2020, in-state students could be paying as much as \$4800 a term. Out-of-state students would cover the same ratio costs of \$32,000 a term. It sounds extreme and maybe even a bit melodramatic. Still, consider how a student in 1980 might react to paying \$1,200 a term in 2000 compared to the \$300 a term they were paying at the time. They just might have thought the same thing.

While increases in tuition could metaphorically be seen as triggering a class war, that is obviously not the intention behind the

tuition surges. It is not as if incompetent decisions have been made or that there is any grand conspiracy to catalyze an actual class war. For the most part, the costs of running and

BY ALEXANDER JOHNSON

maintaining a university have gone up over the past few years. Frankly, it is not something that anyone in particular can control. Furthermore, tuition has increased across the country for many of the same reasons it has increased here.

In the *Daily Collegian* at The Pennsylvania State University, Tracy Wilson once wrote in an article that “The hiring of more faculty members, increased salaries, and maintenance projects are just a few of the reasons for tuition increases.” Other reasons cited for increases at The Pennsylvania State University included new facilities, utilities, library materials, expanded student activities and student computers.

A similarly toned article, by Justin Willis, appeared in the *Kentucky Kernel*, a student newspaper at the University of

BREAKING UP THE COSTS

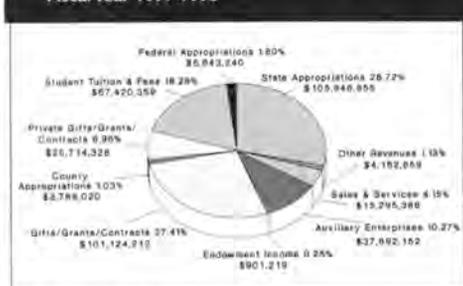
Comparing the Fiscal Years of 1987-1988 and 1997-1998

There are two questions to which I have not been able to find answers. First, why are some expenditures increasing faster than the rate of inflation? Second, we are in the midst of a booming economy; why has the state appropriations ratio decreased from 37% to 29%?

CATEGORY	FISCAL YEAR 1987-88	FISCAL YEAR 1997-98
REVENUE SOURCES		
	Cost/(percentage of total budget)	Cost/(percentage of total budget)
Auxiliary Enterprises	\$20,605,660 (8.6%)	\$37,982,152 (10.27%)
County Appropriations	\$2,371,143 (1.0%)	\$3,788,020 (1.03%)
Federal Appropriations	\$5,804,824 (2.5%)	\$6,643,240 (1.80%)
Gifts, Grants & Contracts	\$73,535,651 (30.8%)	\$126,838,540 (34.37%)
Sales & Services	\$11,097,078 (4.7%)	\$15,295,388 (4.15%)
State Appropriations	\$87,712,970 (36.8%)	\$105,946,955 (28.72%)
Student Tuition & Fees	\$27,246,745 (11.4%)	\$67,420,359 (18.28%)
EXPENDITURE CATEGORIES		
Academic Support	\$16,135,055 (6.8%)	\$24,262,845 (6.55%)
Auxiliary Enterprises	\$20,605,660 (8.6%)	\$44,619,067 (12.05%)
Institutional Support	\$12,619,995 (5.8%)	\$17,234,374 (4.65%)
Instruction	\$57,673,557 (24.2%)	\$85,973,911 (23.22%)
Other (Gifts, Royalties)	\$729,693 (0.3%)	\$10,023,388 (2.71%)
Physical Plant	\$12,635,323 (5.3%)	\$13,977,999 (3.78%)
Public Service	\$31,649,839 (13.3%)	\$41,890,151 (11.31%)
Research	\$70,056,779 (29.4%)	\$105,071,830 (28.38%)
Scholarships	\$10,067,372 (4.2%)	\$17,269,340 (4.67%)
Student Services	\$5,001,089 (2.1%)	\$9,931,095 (2.68%)

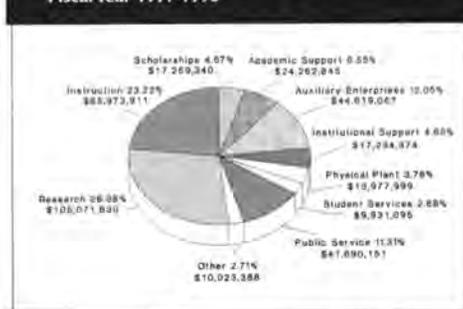
MAJOR REVENUE SOURCES

Fiscal Year 1997-1998



MAJOR EXPENDITURE CATEGORIES

Fiscal Year 1997-1998



Graphics and statistics are provided by the 1988-89 and 1998-99 OSU Fact Book. The book is published by the OSU Office of Budgets and Planning. You can get your free copy at either their Web site at http://osu.orst.edu/Dept/budgets/IRInfo_resources.html or their office in 510 Kerr Admin Building.

Kentucky. "Tuition is going up for the same reason it has always gone up -- the rising costs of expensive college programs." Another story discussed the situation arising at the University of Florida: tuition increases because state appropriations continue to wane (in proportion to aggregate revenue), influencing a rise in tuition. The same salient scenario seems to have occurred at OSU.

It is often difficult for inquisitive students to obtain official information about why tuition has increased at OSU in particular. Out of the dozen emails sent to people that I believed could help, only two replied -- one of whom

was UHC student Melanie Spraggins, president of ASOSU. "I think that the major source of the tuition increases is due in part to mandatory fees," she said. "Also, be sure to take into account that during the last four years, and for the next two years, we have had a tuition freeze that has made tuition not increase at all. This tuition freeze is a result of the lobbying efforts organized by the Oregon Student Association, of which I am the vice president. In 1995, tuition

was \$1,104 and in 1999 it was \$1,183. Thus, you can see the importance of the tuition freeze. Without students lobbying the state legislators, tuition goes up faster."

According to a recent article in the *Wall Street Journal* (October 6, 1999), the College Board Report for 1999-2000 noted that "the mean for tuition and fees at colleges [across the country] increased by less than 5% [this past year]." In other words, the average rate of increase is starting to wane at other universities as well as OSU. Indeed, the rate is substantially lower in Oregon which is due, in part, to the

efforts of the students involved with the Oregon Student Association. Furthermore, according to *US News and World Report*, Oregon State University could be considered a "bargain when looking for value," when compared with other universities of a similar stature.

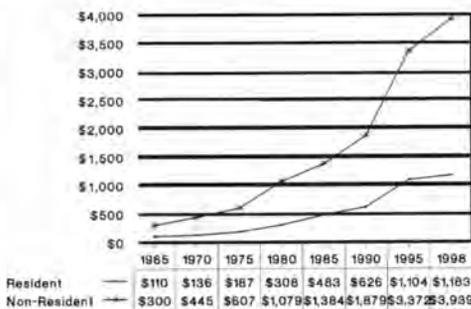
Thus, regardless of the fact that this is no longer a hot topic, students still need to be kept informed. In a quota survey conducted by *CHRONICLE* magazine, well over 80% of selected

undergraduate students had no idea that tuition had doubled every decade, much less what the reasons were for the increase. To keep students better informed, without requiring them to dig through public records, an annual report ought to be made available which would accurately indicate where every dollar students pay is spent, as well as what other revenue categories assist with instruction and student costs.

As of now, there is the OSU Fact Book, published by the Office of Budgets and Planning (510 Kerr Administration Building), that has a compendium of financial statements and other statistics. Students can pick up their free copy anytime during normal business hours. Unfortunately, the financial reports cluster revenues and expenditures, restricted and unrestricted funds as well as grants and contracts into homogenous categories that are sometimes difficult to interpret accurately.

As students, and most importantly as knowledge consumers, we have the right to know how our money is being spent and how our education is being paid for so that we can rest assured that we are receiving the highest quality education at a reasonable price. If we ignore this, the cover picture might not seem so contrived or melodramatic in a couple decades. We should never forget that democracy is not a spectator sport and apathy and ignorance only express contentment to those who are to make decisions in our best interest.

"THE COST OF TUITION HAS DOUBLED EVERY TEN YEARS SINCE 1960."



1 Also, the 1990 income per family and average middle class per-capita income. The first column is real.

Is homogenous tuition ethical?

by Alexander Johnson

IS IT ETHICAL TO REQUIRE EVERYONE TO PAY the same amount of money for tuition despite the unique differences in quality and varying individual expenditures of education?

Though it is an abstract concept, many people believe that "knowledge is power," a result of which is an inequality of that power. The same perspective can be applied toward Higher Education. For instance, in the real world, you would pay more to go to a lecture series on advanced medical research than you would on how to make crafts. Knowledge usually has market value because it is applicable to creating value and thus is seen as an investment. Is it right for students who acquire high market value technical knowledge to pay the same tuition as those in other fields where the market demand is low?

"Forcing ambitious students to pay more is completely backward. The reason that engineering majors have a higher salary after graduating is because they have worked their butts off to make it that far and because the economy is demanding people to fill engineering jobs. By charging them more for tuition, the university would be taking incentives away for taking technical majors and jobs; hurting the economy, university enrollment, and students who deserve a chance at a great career,"

exclaimed Jason Carver, a UHC sophomore in Engineering. Neil Geisler, a UHC freshman in the pre-Bioengineering professional program, is just one of the many students that agrees with Jason. "What a change like this would do is essentially place an economic value on college which would be extremely difficult to keep fair and regulate."

Granted, what can be done with knowledge is determined by the dedication and choices made by the individual student.

Considering the expenditures and revenue for instruction costs, evaluate the idea of instituting homogenous rates more seriously. Revenue and expenditures for teaching classes can vary. For instance, a bacc core class with 200 students could be receiving a student revenue amounting to as much as \$2700 for each one-hour class -- by far exceeding overhead costs. OSU is a state-funded school, so its revenue would be even larger. Where does that money go? There are core classes which spend a great deal of time showing either instructional videos or passive lectures -- why pay the same amount in tuition for this class as for another class that utilizes more technology and high cost equipment? Or for an environment that is more conducive to discussion and active learning?

Also consider the differences between faculty salaries - a Liberal Arts instructor is paid only \$27,261/yr. to teach a bacc core class while an Engineering professor is paid \$82,929/yr. to teach an upper division engineering class. Tuition for the

student will, of course, remain the same.

"I'm not sure if I'd be against the idea of changing the tuition rates if it could actually be proven that it costs more to educate some students than others," said Eric MacKender, a UHC student. "However, not to be rude but the idea is a little bit out there. An individual should not have to pay more or less for tuition because they happen to be interested in science or engineering versus literature or the arts." Joelle Gordon, another UHC student agrees by saying, "I don't believe it would be a good idea to have different tuition prices for different [classes]. This would only mean more money is spent on scholarships so students can 'afford' that extra cost. Besides, discrimination is never a good thing."

The complications of this issue make it clear that there are several reasons for the rates to be homogenous. If they were not universal there would be a great deal of protesting and frustration. Many students would support the reforms based only on their financial self-interest, rather than on principles.

Also, OSU maintains ambiguity in its expenditure reports for a reason. If the destination of each dollar was known, OSU would be subject to criticism not only from students, but sponsors and the state legislature, as well. By maintaining the status quo, OSU is able to be somewhat impervious to any budget cuts proposals which, in the end, might not be so bad.



Endless Summers

continued from Page 11

A visit to the British Open was part of the summer experience of another UHC student. "First thing I did this summer was go to Scotland with my Grandfather to play some golf on a few classic links courses. Also, toward the end we got to see the 1999 British Open which was incredible - I was just a few feet away from Tiger Woods on the 14th hole," said Alexander Johnson, a Junior in Psychology and minoring in Philosophy. "After that, I attended the London School of Economics in London, England where I took intensive classes in Marketing and Market Research. Even though the classes were really challenging and time consuming, the overall experience was fantastic. I was able to network with students who attended some of the most distinguished universities from around the world. With my free time I was able to tour London with new friends and to check out the local theater productions. It was really an unforgettable summer!"

There were some students that just traveled domestically this summer, too. Sarah Reich, a freshman in the Agricultural and Resource Economics program, joined the ranks of many UHC students through an internship. Her internship was with the Multnomah County Commission on Children, Family, and Community. She spent her summer working on two projects with the Marketing Director on Take the Time Campaign, a community

initiative on positive youth assets. She helped to coordinate volunteers for and sort out logistics of the Take the Time Day at the Oregon Museum of Science and Industry. For the second project, she worked on reviewing, editing, and writing for two Web sites for the commission, www.ourcommission.org and www.takethtime.org. Her internship gave Sarah insight into the Multnomah County government, which was "a great life experience to be able to be working with people who really made things happen. I'll always be interested in local government, it affects so many people right there."

Another way UHC students found to get involved and affect the lives of others was through religious based work. Sophomore Grace Karemitsu went to Yellowstone Canyon Village for two months with Campus Crusades. "God become so real to me," she said. Grace was also able to gain experience relating to her major, Nutrition and Food Management, with an option in Food Systems Management. After working as a room attendant for a while, Grace moved to working in the cafeteria, providing her with insight to the behind-the-scenes aspects of food management. She saw the importance of the balance between "needing to really be organized and on top of things, and needing to deal with employees." This knowledge will be helpful to Grace's dreams of being an entrepreneur of a catering business or restaurant. Grace also developed a desire to go to Japan to gain a greater understanding of cross cultures.

Freshman Alice Pennington also had fun this summer as she participated in the Road Race Nationals in Cincinnati. Claiming 6th place in the Criterium, and 9th place in the Road Race, she improved upon her finishing times from the previous summer and was pleased to have maintained a leading position. After biking in the Road Race, Alice went off to Haiti to do community service work. In Haiti, she found that even though the standard of living was lower, life itself was enjoyable, because "they're having fun," even if they are playing soccer barefoot in mud puddles. Her stay in Haiti taught Alice to "appreciate everything I have over here, because they have nothing." One thing Alice especially appreciates is the opportunity to go to college.

Just as a terrific summer can never be forgotten, a wasted summer can never be relived. With the abundant resources OSU has to offer, UHC students have little difficulty arranging an adventure for themselves. By taking a short visit to the International Studies office, located on the fourth floor of Snell Hall, students can receive information on study abroad programs. Laura Hampton, program director of International Studies, suggests, however, that to do research abroad or to find international internships, the best place to begin is often by "contacting your own academic department."

More information is provided at osu.orst.edu/international/oie.





Read to Get R I C H !

by Alexander Johnson

*"Money doesn't make you happy, but it quiets the nerves."
- Sean O' Casey (1880-1964), Playwright*

HAVING FINANCIAL FREEDOM IN THE FUTURE IS IMPORTANT TO EVERY STUDENT. We all want to have a future where we have time to relax, be with our family and do the things that give life meaning. Yet, how often do we hear about courses offered that help us learn how to invest wisely and manage our money in a prudent manner?

At first, many students are scared when they hear about financial management. However, contrary to rumor, it is not that difficult to understand, or to practice. Warren Buffett (notorious Billionaire and owner of the investment firm Berkshire Hathaway) was quoted in Janet Lowe's book, *Warren Buffett Speaks*, saying that "money managers don't want to relinquish the priesthood. They thus inflate everything with big words and complex formulas to scare people off -- but beneath all the rhetoric it's really simple. It just takes a little time to figure it out."

Here are some books that have proven to be helpful in and outside of school. They are recommend to those who are passionate about the pursuit of financial freedom.

Napoleon Hill's *Think and Grow Rich*. This is a classic that has affected thousands of lives and has helped people achieve their dreams, not just monetary wealth. Hill reminds the reader frequently that there is a difference between having money and truly having a rich life.

He wrote this book while he was on the staff at the White House helping FDR keep a clear head during the Great Depression of the nineteen thirties. Hired by Andrew Carnegie, the famous entrepreneur of U.S. Steel, he actually lived with some of the most affluent and successful men of his age in order to understand the ideas and attitudes that helped make these people great.

Think and Grow Rich is one of those books which demonstrates that with a positive mental attitude, you can not only achieve wealth, but just about anything you desire in life.

The 9 Steps to Financial Freedom, by Suze Orman. In her book, Orman discusses the technical habits of personal financial management and its spiritual and emotional aspects. We can all remember making bad financial decisions and knowing at the time we were making them they were unsound, but we made them anyway. Orman helps the reader develop the maturity of their decision-making skills, explaining what is necessary to achieve financial mastery.

Another book that is good at covering more technical aspects (in layman's terms) of personal finance is the *Wall Street Journal Guide to Understanding Personal Finance*. It is one of the best reviews of some basic terms and principles for mortgages, banking, taxes, investing, and long-term financial planning.

Beyond making sound personal financial decisions, there is also the stock market to learn about. Also published by the *Wall Street Journal* is a simple, no-nonsense introduction to the stock market called *The Wall Street Journal Guide to Understanding Money & Investing*, by Kenneth M. Morris, Virginia B. Morris and Alan M. Siegel. It quickly explains what it might take a whole term to learn in an Economics or Business class. Everything from how the stock market operates, to the details of how option trading is covered.

Contrary to its name, *The Complete Idiot's Guide to Getting Rich* by Larry Waschka and Bill Staton is an intelligent and slightly more sophisticated guide to money managing. Not only does it reveal how to get the most out of employee benefits and 401(K) plans, it also lays out some simple investing principles that if understood and applied, according to Forbes magazine, "you will be set for life."

For serious, long-term investors, Warren Buffett and I would recommend *The Intelligent Investor*, by Ben Graham. "I would attribute at least 85% of my success to this book," Warren once commented during an interview. Ben Graham is single-handedly responsible for the fact that investors even think about ratios such as the price/earnings ratio, the current ratio or working capital-to-market capitalization. Don't worry if those terms don't make sense; after reading some of the books listed previously, you will read this one and understand how to shop for undervalued stocks that in the long run will out perform the market by miles.

It is understandable that a few people would rather not worry about having to do all the research and work on their own. In this case, mutual funds are usually a good option, but you have to be careful because statistics show that usually 3 out of 4 will perform below the Dow Jones and the S&P 500. If you are looking for practical advice, I'd recommend a book my grandfather gave me, *Common Sense on Mutual Funds : New Imperatives for the Intelligent Investor* by John C. Bogle, founder of the prestigious Vanguard Group.

Don Phillips, President & CEO of Morningstar, Inc., says it best:

"Common Sense on Mutual Funds marks the culmination of one of Wall Street's most inspired careers. Invoking both Thomas Paine and Benjamin Graham, John Bogle proceeds to outline a supremely logical plan not only to better investors' returns, but to improve the whole fund industry. This isn't just the best book yet by Bogle, it may well be the best book ever on mutual funds."



"THERE IS A DIFFERENCE BETWEEN HAVING MONEY AND HAVING A RICH LIFE WITH THE PRIVILEGES OF FINANCIAL FREEDOM ... THESE BOOKS WILL HELP YOU GET TO WHERE YOU WANT TO BE."

Money may not lead to happiness, but it may make life easier and if you know how to use it properly, a lot less stressful. Thus, what leads to good judgement and happiness is up to you, but these books will help lead the way to wealth and thus financial freedom.

Male Roles in the 90's

by Nick Heydenreich

AS SOMEONE WHO FIRMLY BELIEVES IN THE liberation of both genders, I hope I can openly criticize feminists without being misconstrued as a misogynist.

Is it fair for women to have their cake and eat it too? Or, more aptly, is it fair for women to enjoy the freedoms of social liberation and at the same time enjoy the privileges and benefits granted by the male-centered cultural tradition?

No.

While it is important to realize that most women in our society are not completely free or treated equally, we must also realize that the privileges of being a male come with responsibilities and expectations that are generally unspoken. While our culture has definitely retained many unnecessary social constraints that are unfairly applied to women, we must also realize that those unfair constraints are part of the way of life to which men are still expected to conform.

If feminists really want an egalitarian society that treats both genders equally, they have to realize that men have needs and social roles as well, and that despite the cultural imbalance of power, these social roles can be just as constricting to men as they are to women. It is also unreasonable to expect social change by eliminating gender roles for only one sex while retaining the traditional roles for the other. In short, while many women have been liberated from most traditional social

expectations, most men still conceive their role in the world to be that of the traditional father, provider and guardian.

As a result, there is inequality of the sexes in terms of lifestyle choices. While most women can enjoy choosing between traditional and modern ways of life, most men are left without a clear conception of their role in either. Women have clear examples of their roles in both the traditional, sexist way of life and the more modern, egalitarian way of living. Women can often choose whether they want to be a Murphy Brown, Ally McBeal, or Betty Crocker. At this point, men do not have a clear example or concept on which to base their role in modern relationships and their defined role in traditional relationships is also becoming murkier. Men are pretty much stuck with imitating TV dads, who are mostly portrayed as idiots. For example: Homer Simpson.

While there are some men who have adapted to the conventions of modern relationships, there is still no clear, socially defined role for them on which to base their behavior. For example, some couples simply switch gender roles, with the woman working and the man adopting the life of "house-husband." However, there is no protocol for the behaviors of a house-husband. He has no idea what his social responsibilities and privileges are, and hence he cannot know whether or not he is a "good" house-husband. It is impossible for men to be happy in modern relationships without a clear conception of what their role is, as without one they are left confused about what is expected of them and what they can expect from females.

Though some men are quite comfortable within these roles, there still needs to be a social

definition of modern man's role(s) for the sake of clear cultural understanding. How would a male who is involved in an equal relationship view such an imbalance of roles? What about those males who are still accustomed to traditional gender roles? They would mock and ridicule the house-husband, and they would find the very title to be abhorrent. Would such a role earn respect among a group of traditional males? How would these different types of men interact with the world and with each other? Without a clear definition of all these roles it is impossible to answer these questions.

Expecting a man to open doors, pay for dinner, and then have the woman in charge of the relationship is unfair, and to suggest that people behave in such a manner only brings anger against feminism. Also, when a man grows up seeing his social role to be that of a provider and suddenly learns that women do not need him, isn't it then understandable if he suddenly feels socially disenfranchised and bitter against women, particularly against feminist? Especially because his point of view tells him that feminism has essentially rendered his traditional male role obsolete without defining a new one.

When a man is told all his life that his role in the world is that of a provider, it is only natural that he will expect women to act in accordance with this model. It may not be right, but it is natural. This is not to be construed as a defense of patriarchy but merely an observation as to why men still conform to sexist models of thought and behavior. It is my hope that this observation also serves to explain some of the backlash against feminism in contemporary America.

Success

continued from Page 5

page of the *New York Times* or recommend suggested readings from best-seller lists or academic journals? Granted, there are small minorities of professors that do, but the majority simply does the job and teaches the class. Thus, in the end, students are not prepared for the real world but for the next class listed in their major requirements.

Another example of this is shown through outdated jargon, often inculcated in the social sciences. There are several new and more accurate lexicons that can better describe such things as political and economic issues. Some Political Science classes, for instance, are still filled with unspecific generalizations that in the end symbolize nothing but abstract concepts which only serve to instigate subjective references. These in turn catalyze emotional responses that are later only used for political manipulation and control -- and preparation for the next class in the series. One simple example out of many might be how in class there will be a reference to capitalism as though it were a universally objective concept, while ignoring the fact that the paradigm takes a myriad of different forms and implementations.

Furthermore, there is not a strong emphasis on developing cognitive skills. By this I mean the abilities to read, write and think efficiently, effectively and intelligently -- skills that should be the foundation of a Liberal Arts major. Elite schools

that support the Liberal Arts emphasize values which stress the virtues of skills such as creativity, clarity, the value of information and how to get it, leadership, entrepreneurship, innovation, perseverance and interdisciplinary scholarship, just to name a few. The limitless energy that results from such values at these institutions is contagious and helps students find faith in the future thus motivating them to work harder and with enthusiasm. It also gives them an edge over those students who attend schools where the majority of students only go to class so that they may one day get a job that will ensure their acquisition of a superficially adequate consumer life-style. When students learn because they love learning, there is more intellectual stimulation and thus more growth.

In retrospect, and in all fairness, however, several of those values said to be lacking in the Liberal Arts at OSU are promoted within the UHC through classes, workshops and independent study groups that are sometimes even coordinated by the students themselves. Furthermore, there are several distinguished faculty members that teach through the UHC that have open office hours for students who want to talk about values and ideas that will lead to their own definition of success in life, as well as a class they're taking. Additionally, the average incoming Freshman High School GPA for the OSUHC is above 3.95 and SAT scores average around 1330. By cross-analyzing these standards with the latest college rankings published by *US News and World Report*, it is demonstrated that the OSUHC stands close in quality to the top 25

universities in the country. Consequently, the UHC diploma carries with it a great deal of credibility that can further assist its students with achieving their goals.

Sadly, many people are intimidated by the idea that, "if it's going to be me, it's up to me," and other oversimplified clichés such as "just do it." Indeed, we are products of our will. Or, to be more precise, William James once noted, "we can change the quality of our lives by changing our attitudes." Yet, we are also products of our environment and the relationship between the two factors is complex and the degree of influence of each variable will vary from individual to individual.

Though a meritocracy does not entirely exist in pure form in our society or through our educational system, it does not mean that we can not or should not work toward one. While it is a very complicated issue, in theory, the vision that was presented in the *Newsweek* article and through conservative dogma is noble and possible - a vision that holds individuals should be allowed to pursue their potential regardless of their interests, socioeconomic background or any other uncontrollable factors. It is just important to remember that in order for any student to get more out of the educational experience not only does a change in attitude have to come from within themselves, but also from within the infrastructure, ideology and methods of higher education.



Web Reviews:

On-line Bookstores

Can students start to save money when buying textbooks over the Internet? Think twice before you use the Web to get the books you need for next term.

by Beth Tilgner

THERE ARE ALL KINDS OF CRAFTY WAYS TO GET your textbooks nowadays. Some people have found that regular bookstores sometimes have the books you need for a much lower price, others just pack a lunch and head for the bookstore for a day of searching and waiting in lines. An ingenious few check out their books from the library (which works great unless someone else gets the same idea and recalls your books) or trade books with friends. These are all tried and true methods of filling your backpacks with textbooks that you probably won't even be able to sell back at the end of the term.

There is just one little thing I left out. Chances are, you have heard of them. Maybe you have even looked one up on the Web. Only the very brave have actually ordered from them. What in the world am I hinting at? On-line textbook companies of course! For this article, I decided to do a teensy weensy bit of research so that I would have a clue about the subject of my ramblings. When I tried to look up textbooks for pricing I was shocked by some of the things I found. Keep in mind that I'm not talking about all of the Web sites I visited, just some random things of interest that caught my attention.

First of all, some Web sites require a credit card number just to access their book lists, which is a little scary since that information could be used to charge you for something even if you didn't place an order. Many of these Web sites are not encrypted, which means that anyone can get your credit card number.

Also, many of the companies had exorbitant shipping and handling charges based on weight or volume and we all know that textbooks aren't exactly light. Another thing to note is that these companies might have the wrong books listed for your classes or even something as simple as the wrong edition. Lastly, most of the on-line textbook services seem perfectly legitimate if you don't mind

waiting a few weeks for your books. Since the only way to really find out if these mystery sites work is to try them out, I have two short testimonies of fellow UHC students who decided to do just that.

"I ordered my math book from bigwords.com and it saved me \$30, but it took over two weeks to get to me. I think the money was worth the wait—going a couple of days without a book was worth \$30 to me. It took some time on the Web to find a site that had cheaper prices on the books I wanted. Most on-line book places don't save you any money or they don't have the book you want. In those cases the OSU bookstore was the better choice. It was the same price and was much more convenient. But again, in some cases the money was worth my time." — Karina Hershberg, UHC student

"I wanted to save some money this year on books so I decided to do some research. I went to the OSU bookstore and wrote down all the prices for the books that I had to buy for Fall term. I then went on-line and checked out at least 4 different on-line Web sites for college textbooks. Ecampus.com had by far the lowest prices (each book was at least \$10 cheaper than the OSU bookstore) and they had free shipping and handling. The site said the books would be shipped in 3-4 days so I went ahead and ordered, spending a total of \$93 instead of \$130 at the bookstore. Sounds perfect right?"

Well, I waited and waited and waited and waited and my books never came. I put in my order at the beginning of September, and by the week before school started, I still hadn't received my books. I checked the status of my order and all it said was, 'order in process.' So next I emailed customer service threatening to cancel my order and all I received back was an automated reply that said 'thank you for using ecampus.com blah blah blah.' I was enraged. I couldn't call the company because there was no number and I didn't email because no one would have replied. It seemed as though no real people worked for ecampus. I rechecked the status of my order on-line and as luck would have it my status had been updated. It said the expected arrival date of my books was OCTOBER 26TH or something crazy like that. I immediately sent an

email canceling my order, not knowing if anyone would receive the message. I clenched my teeth and went to stand in those awful lines at the bookstore and bought all my books.

When I got home, there was a huge box from ecampus with all my books, and a free travel mug. I then rushed to the computer to see what was going on. I checked my email and I had new mail from ecampus saying my order had been successfully canceled. Well, I returned my bookstore books to the OSU bookstore, and kept the ecampus ones. Strangely enough, my credit card has not been charged.

The on-line bookstores seem to be very unorganized and unreliable. To this day, I have no idea what really happened, but I do know that I got free books (and a travel mug). I think that if the on-line textbook sites can get it together, then we could save millions as students. The bookstore on campus is a total rip off!"

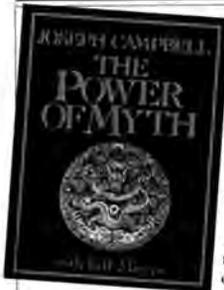
— Ann Beebe

After hearing these stories I have made a decision. As much as I hate handing over my last precious dollars to the bookstores, at least I know I have the books I need and an easy way to return them if the professor changes his mind about which ones you need. The only thing to do after lightening that wallet of mine is to cross my fingers and hope that I can sell them back at the end of the term.

C

LIST OF PLACES YOU CAN BUY TEXTBOOKS OVER THE WEB:

- classbook.com** - offers used and new college level textbooks.
- CollegeBookZone.com** - offers textbooks, calculators, and other accessories for students.
- ecampus.com** - "discount" college textbooks and bestsellers, logo merchandise, and auctions.
- efollett.com** - new and used college textbooks.
- textbooks.com** - offers used and new college level textbooks.
- VarsityBooks.com** - on-line college bookstore, focusing on college and university classes.



Joseph Campbell is considered to be the world's foremost authority on mythology. He is the author of classics such as *The Hero With a Thousand Faces* and *Myths to Live By*. *The Power of Myth* is based on the interviews that were turned into PBS videos in cooperation with the proclaimed journalist Bill Moyers just before he passed away.

Essentially, Campbell and Moyers briefly discuss, from a multicultural perspective, the evolution of mythology throughout history and suggest that when we look at mythology from a metaphorical perspective, mythology, regardless of culture, essentially carries the same messages.

As a bonus, he frequently adds insights such as "I don't think what we as humans are looking for is the meaning of life but rather the experience of being alive," and his popular idioms such as, "Follow your bliss." These and other practical pieces of advice will keep you up all night pondering the mysteries of life and the universe.

Highly Recommended.

Robert Greene, a well known screenwriter, playwright, and professional researcher took several years to write *The 48 Laws of Power*.

He explains that "(l)earning the game of power requires a certain way of looking at the world, a shifting of perspective." Indeed, after engaging in holistic studies of figures such as Machiavelli, Sun-Tzu and von Clausewitz, he has devised 48 universal principles that all great figures in either political or transformational power follow. For example, "get others to do the work for you, but always take the credit."

This book is intended not so much for the aspiring and power hungry leaders of tomorrow as it is for common

people. During an interview, Greene mentioned that it was his hope that people would read and understand the principles so that they could recognize forms of manipulation in the future - thus strengthening our democracy.

Highly Recommended.



Have you ever wondered if someone you knew was telling you the truth? David J. Lieberman, in *Never Be Lied To Again*, lays out empirically proven ways to discover deceit through sentence structure, word choice, facial expressions, and body language (among other clues).

These are the same types of techniques used by law enforcement officials, lawyers, and others who need to get to the bottom of things in a hurry. For instance, one of the examples that Lieberman brings up is that during the O.J. Simpson trial, because O.J. stayed calm as he was being accused, it gave lawyers even more reason to be suspicious. Calmness amidst unjust accusations is a common attribute of liars.

This is a great book for people who are curious about the subject, although to the serious Psychology student some points might seem a little trite and banal compared to the work of renowned psychologists such as Ekman, who spent his lifetime doing correlational research on the subject.

Recommended.



Time, Love and Memory is a book that takes a look at the ongoing Nature versus Nurture debate and concurs that nature comes out far ahead.

In it, Jonathan Weiner, a distinguished biologist and writer (his last book, *The Beak of the Finch*, won a Pulitzer Prize), tells the story of behavioral genetics and its role in the future. Even if you are not a biologist or a science major, this book will fascinate and educate you from a respected source about the way molecular biology could change the way we live in the 21st Century.

Highly Recommended.

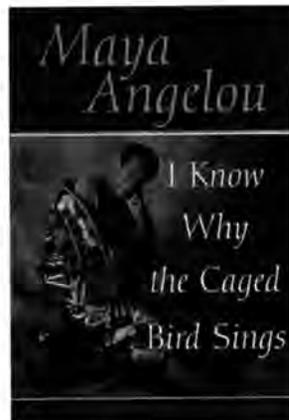
I Know Why the Caged Bird Sings

By Jenny Druckenmiller

MAYA ANGELOU'S AUTOBIOGRAPHY, *I Know Why the Caged Bird Sings*, is about her early life, as she grew up in the South amidst the racial tensions of the nineteen thirties and forties. Through her story, Ms. Angelou confronts aspects of her childhood that tortured her mind for years.

Though Ms. Angelou does not dwell heavily on the misfortunes or suffering in her life, she writes eloquently about the "knapsack of misery" she bore as a young child. She remembers scornful words and mocking faces that attempted to convince her that she was inferior; the pain of a broken home and irresponsible father; the confused horror and guilt she endured when her life was threatened by someone she trusted.

Displaying the precious as well as the foul contents within the battered knapsack, she shares fond memories of her family and other people who changed her life for the better. Her mother, a woman full of life and energy was never too prim to help



Maya through the trials of adapting to the physical and emotional changes of adolescence, adhering to one belief about life above all others: "in the struggle lies the joy." Ms. Angelou's grandmother, steadfast and stern as a rock, is a shining example of spiritual strength, instilling in her family a reverence for God and courage. Another prominent figure in Ms. Angelou's youth was Mrs. Flowers, a neighbor lady who coached young Maya out of her self-imposed silence induced by undeserved shame and fear. The

lessons these people shared stayed with Maya all through her life, inspiring her to pursue and accomplish her dreams.

Even more than a statement about the injustices of racism or life in an impoverished community, this book relates the touching story of Maya Angelou's own journey toward self-discovery (a pilgrimage of which thousands of people share the joys and sorrows).

Why does the caged bird sing? The search for the answer to that question begins with the author's moving dedication of the book:

"to all the strong black birds of promise who defy the odds and gods and sing their songs."



Crisis of Global Capitalism

By Alexander Johnson

MANY PEOPLE HAVE expressed concern about global capitalism for years. Yet, when billionaire George Soros, probably one of the most successful hedge-fund managers in the world, comes forth as an incisive critic of the system, people start to pay attention.

In *The Crisis of Global Capitalism*, Soros argues that in the last 20 years, the emergence of "market fundamentalism" has distorted the role of capital to the extent that it "is today a greater threat to open society than any totalitarian ideology." However, Soros doesn't

advocate the demise of the capitalist system. On the contrary, it's his aim to save capitalism from itself.

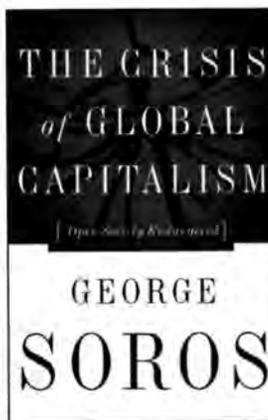
He explains how unquestioning faith in market forces blinds us to crucial instabilities, and how those chain-reaction instabilities caused the

current global financial crisis. But there is a way out, and it involves embracing the concept of an open society (a vision he learned first hand from Karl Popper while he was a student at the London School of Economics).

He also provides several proposals for consideration - some of which have already influenced the leaders in the IMF, the World Bank, and politicians involved in national governments.

According to Floyd Norris of *The New York Times Book Review*, Soros is "Brilliant and persuasive ... At the heart of his argument are two beliefs: First, that the financial markets have grown so large and powerful that they can destroy countries, and second, that those same markets have now become so frightened that they will withdraw capital from most countries in the world."

This is a must read for the serious Liberal Arts student trying to learn more than the polarized perspectives on global capitalism that are frequently presented. Do not start forming opinions until you have read this one.



Fight Club

★★★★ (out of 4 stars)

By DeAnn Welker

SOME MOVIES ARE SO UNIQUE and innovative that you'll want to see them more than once. Some are so complicated that you'll have to, in order to peel away the layers that surround and comprise the meaning. "Fight Club," directed by David Fincher ("Seven," "The Game") and starring Brad Pitt, Edward Norton and Helena Bonham Carter, does both. Even the viewer who isn't attempting to dissect the movie will want to see it again and again for the sheer enjoyment and thrill.

"Fight Club" takes a look inside the mind of a nameless narrator (Norton). He refers to his internal functions in the third person, paradoxically heightening both the understanding and confusion associated with his character. "I am Jack's enraged sense of rejection" or "I am Jack's broken heart." Viewers will relate to these emotions and inner workings, but might find themselves wondering, "Who exactly is this guy

named Jack?" The answer is irrelevant. What seem important to the narrator are the relationships he has with Tyler Durden (Pitt) and Marla Singer (Bonham Carter) and how these inner feelings play into those relationships. One might say Norton's character begins with a kind of sick hatred for Marla. He tells us that if he had a tumor, he would name it Marla, "the tourist" who, like the narrator, has become addicted to self-help groups. They go to meetings every day, for ailments



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ranging from testicular cancer to blood parasites to their favorite, bowel cancer. These ailments seem small compared to the emptiness the narrator feels.

He is living in a world dominated by conspicuous consumption, or the idea that there is an entire group of people who buy things that are completely useless simply to project a certain image about themselves, or to demonstrate their wealth. Norton's character has spent his adult life working for a deceitful car company, building his "Ikea nest" of home furnishings and dishes, yet he has no food in the refrigerator and, it seems, no real friends. When he has an emergency, the only two people he has to call are Marla and Tyler, one he supposedly hates, the other he met on an airplane only hours earlier - the "most interesting single-serving friend" he has had. "Fight Club," originally a novel written by Portland diesel mechanic Chuck Palahniuk, delves into an aspect of Generation X that has not been addressed in very many instances or very many ways. Durden and the narrator together create an underground boxing club that sets them "free in all the ways that you

aren't." The story is original, the cinematography is worthy of an Oscar, the acting is brilliant (Pitt at his best; Norton and Bonham Carter as solid as always) and the directing is amazing. The movie deserves more recognition than it will likely get, and for different reasons than it will likely be given. The movie is an original in a time when it is increasingly difficult to be. It addresses issues pertinent to all of America - capitalism, consumerism, materialism, celebrity culture and even religion. It is a movie about what society teaches us to be and how those teachings can be wrong.

But the movie does have several ambiguities. It preaches anti-celebrity, while starring Brad Pitt. It tells us not to follow society's rules, but then gives us an army of seeming-revolutionaries who end up following Durden. And the end, changed from the novel, is very Hollywood and somewhat disappointing. Even with the ambiguities, though, "Fight Club" is amazing, original and stimulating. It is one of the best movies of the year, perhaps the decade. And it could change your life.



American Beauty

★★★★ (out of 4 stars)

by DeAnn Welker

BRILLIANTLY FUNNY, enchantingly hopeful, aesthetically pleasing and wrought with meaning, "American Beauty" is well worth the cost of a movie ticket.

"American Beauty," directed by Sam Mendes and starring Kevin Spacey and Annette Bening as Lester and Carolyn Burnham, is the story of a man who discovers that the American dream everyone is chasing is not as great as it seems. It is the story of a young man, Ricky Fitts (played by Wes Bentley), who finds beauty in all things unconventional, even death. It is the story of a girl, Lester and Carolyn's daughter Jane (played by Thora Birch), who falls for the neighbor who watches her through windows. It is the story of another girl, Angela Hayes (played by Mena

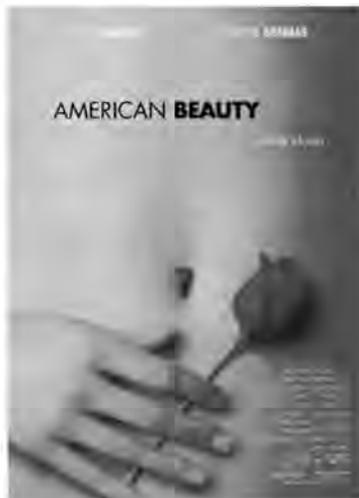
Suvari), who is so in need of love and reassurance that she makes up stories.

But it ultimately ends up being a story about appreciation ... appreciation of what we have and who we have, and expressing that appreciation.

Lester Burnham wakes up one morning and decides to live his life the way he wants to, instead of continuing in corporate America. He seems to be reverting to his youth, when things were more carefree and he felt more alive. He realizes that the beautiful house he lives in isn't really that important after all.

When Carolyn tells him that he is going to spill beer on the sofa, he tells her "It's just a couch. It's not life." It takes Carolyn until the end of the movie to realize that the importance she places in material things and her "successful image" should be placed in the people in her life.

The movie addresses many issues — capitalism, homosexuality,



"IT WILL ONLY GROW TO BE APPRECIATED MORE AS TIME GOES BY."

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parenting — and all the while, it continues to entertain and delight viewers. Ricky tells Jane that "sometimes there's so much beauty in the world, I feel like I can't take it and my heart's going to just cave in."

"American Beauty" makes viewers think their hearts might cave in, because it is very appropriately, beautiful.

With beautifully-tragic white and red regularly juxtaposed throughout the movie, it really does seem like there is so much beauty in the world. And what viewers can appreciate about it is that none of the characters are perfect, or if they are, they are perfectly flawed.

Spacey's and Bening's performances should warrant Oscar nods, and the movie should be seen again and again. Like the truly beautiful and important in life, it will only grow to be appreciated more as time goes by.



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