



The Official  
UNIVERSITY HONORS COLLEGE  
Student Magazine

# Chronicle

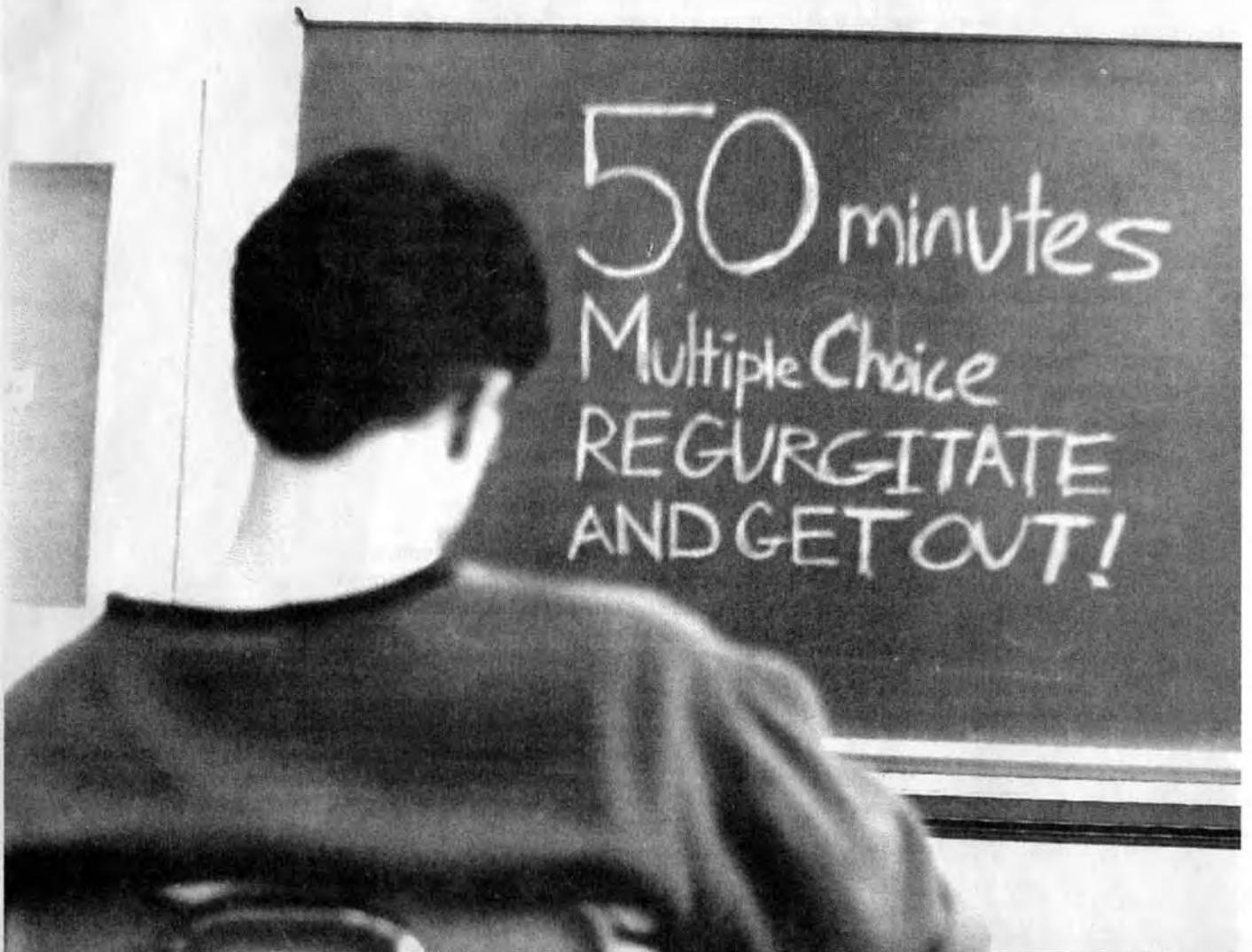
Volume V, Issue Two

Spring Edition 2000

FREE

## *“Majoring in Mediocrity?”*

REACTIONS TO THE CRITIQUE OF HIGHER EDUCATION AT OSU  
MADE BY *THE OREGONIAN*.



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# Chronicle

SPRING EDITION, 2000

## FEATURES

### "Majoring in Mediocrity?"

REACTIONS TO THE CRITIQUE OF HIGHER EDUCATION  
AT OSU MADE BY *THE OREGONIAN*.

by DeAnn Welker and Alexander Johnson

The article that *The Oregonian* wrote about the crisis in Higher Education in Oregon shook up everyone at all levels within this University. OSU's student newspaper, *The Barometer*, published a prompt reply the next day stating that *The Oregonian* had been unfair in its claims. OSU President Paul Risser and other presidents of Oregon Public Universities wrote a rebuttal in *The Oregonian* stating that the state legislature was "underfunding achievers."

Two *CHRONICLE* writers investigate the *The Oregonian's* criticisms to determine fact from the fiction in this continuous debate as to where OSU fits in the global community.



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### GOD @ 2000

"How I See God/the sacred..."

by Patrick Williams

FEBRUARY 11 AND 12, 2000, OREGON STATE UNIVERSITY hosted the conference *God at 2000*.

Organizer, OSU Philosophy Professor and Hundere Professor of Religion and Culture, Marcus J. Borg, invited speakers from around the world to answer the question "How I see God/the sacred" within the context of their own experiences and respective studies of religion.

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## last words

by Les Risser, First Lady of OSU

"Students, faculty, staff and alumni submitted a total of over 400 quotations [for the courtyard in front of the OSU Valley Library]. The committee worked diligently and thoughtfully to select quotations which would create a mosaic of ideas, spanning the many decades of learning at Oregon State University. The final selection - 43 quotations in all - are a permanent feature of the campus, engraved in granite and reminding us all that this is a place of ideas and discovery."

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- Page 32 Poker Tips for the next time you go to Vegas** *by Jeff Morgan*  
Jeff Morgan signs off as he shares tips about how to make it big, playing the game of poker.

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*Chronicle* magazine is published every term of the school year by UHC and OSU 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 (Strand Agricultural Hall (SIAG) 226). Suggestions or submissions may also be dropped off in the UHC student lounge located in the SIAG basement.

Thanks to all the students who helped by contributing quotes to the magazine 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 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 [AlexinOR@aol.com](mailto:AlexinOR@aol.com) or call 757-6340 to find out how to help.

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*CHRONICLE* would like to recognize all of the students who contributed quotes to our Poetry section this term as well as all the students who share their opinions about how to make *CHRONICLE* a better publication. Our thanks to Les Risser and Jane Siebler for taking the time out of their busy schedules to write for this edition. Finally, thanks to all of those that we interviewed or received quotes from for this edition -- as a result of this team effort, *CHRONICLE* continues to get bigger and better.

# Letters to Chronicle

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, E-mail your letters to the Editor at [AlexinOR@aol.com](mailto:AlexinOR@aol.com). All letters will receive a personal response.



THREE CHEERS FOR YOUR DEDICATION AND HARD WORK!

It takes a lot of passion and courage to help span the intellectual gap between our campus and the real world.

What gap? If your readers don't know what I am taking about they're playing the victim. I'm talking about the subtle crime being committed by our well-meaning administrators that has led to the balkanization of the word education. If your opinion holds that education means the inculcation of information, then my words will be empty, but I hold that education means more.

Specifically, my beef is with Bacc Core classes that are supposedly designed to produce "well-rounded citizens." Through the eyes of our administration, a well-rounded student must be defined as a little ball bearing that they grease regularly in class to keep them quiet. By this I mean that this form of "higher education" is engineered to systematically suppress the students need to explore the self throughout their education. Creativity and free thought have been lost in the dog training tactics of most introductory classes.

Now, still, a person might wonder why students don't do anything about it if things are so bad.

I ask this – how can students formulate an opinion on the variety of disciplines offered in the Bacc Core if they are never challenged to do so?

Thanks again to the CHRONICLE staff and the other student operated organizations trying to breathe life into the gaps in our education that inevitability lead to gaps in our socio-economically stratified culture. Thank you for expecting more out of life and for recognizing that all humans want to be explorers in the adventure of life.

**Jake Wasson,**  
OSU Senior in English

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 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

FIRST, CONGRATULATIONS ON THE OUTSTANDING publication that the CHRONICLE staff produces each term. It's an excellent piece of work!

I want to raise one concern with you. Because of the kind of paper used, the CHRONICLE is not readily recyclable and I think this is a concern here at OSU. Our department's Program for Ethics, Science and the Environment has a publication, which is widely disseminated, and we've chosen to use recyclable materials because of the impression that there could be a gap between words and deeds.

I wonder if the students at the CHRONICLE have considered how important it is to use recyclable print material for the publication? Thank you for considering this.

**Lani Roberts, Ph.D.,**  
Department of Philosophy  
Oregon State University



# n o t e

THE WORLD IS NOT GETTING BETTER BY ITSELF. As we sit in our classrooms or at home reading, we are presented with serious dilemmas which face all of humanity.

100 years ago, the leading cause of death was a virus. Now, it is chronic heart disease – a preventable illness that can be avoided with healthy living.

Americans are getting fatter. The obesity rate has hit 30% of all Americans.

Stress levels are increasing.

Drug use, alcoholism and the divorce rates are increasing.

Depression rates are increasing.

Voter apathy and indifference towards involvement in our evolving democracy is up in many parts of the nation. Also, it is ironic that in the midst of an intellectual community, it is getting worse at this university.

Quite a few of our politicians exclaim that we have the "highest standard of living" on the planet. In other words, there is a lot of money, but the quality of life amidst the vast quantities of stuff in life is seldom addressed.

A growing number of us no longer trust our government anymore that is supposed to be "by and for the people." There is a myth that says elite groups control absolutely everything and that it is useless to even try to stand up for what you believe in.

The earth's resources could be depleted someday in the new century if we don't more carefully consider what we're building and how we can maintain a sustainable biotic community.

The rich are getting richer.

The poor are getting poorer.

A growing number of those that could be well-off go into debt to live a consumer lifestyle that they can't afford.

The newest branch of world government, the World Trade Organization, is still operating without any democratic representation.

As technology advances, so does our tolerance for specialization. We fail to make the time to understand our interdependent world and ourselves.

On that note, US News & World Report calls the US the most overworked nation on Earth, surpassing even Japan – so how are we even supposed to make the time to understand who we are and what we want?

Did I mention that educational standards are plummeting as well? A growing number of students graduate without being able to read, write or think. Apparently, we still need to work on making the clear distinction between "education" and "training."

The new philosophy of the age for many people has become, "consume more; love less;

ignorance is bliss."

I could go on with these tangents and clichés, but you get the idea.

Well, maybe just one more cliché.

There's a difference between "change" and "progress."

In an era that everyone calls the "information age," there doesn't seem to be much communication. We may have changed, but we definitely haven't progressed. Are enough people talking, interacting or thinking about serious issues in the real world or at this university on a daily basis?

I tend not to think so – and consequently this is my motive, and it's the motive for many here on the staff, for devoting a couple extra hours each week to CHRONICLE magazine.

This is also our motive for continuing to get bigger and better. We want to be a voice for every student and every idea that needs to be heard.

This term, we submitted our first budget request to the Educational Activities Fund and to the ASOSU Contingency Fund. Sure enough, it looks like this Fall Term we're going to start serving all of OSU, not only to address humanitarian and social issues, but also to bring you more in-depth news on the serious issues you truly care about. We'll continue to have better entertainment reviews, fun Web site reviews, and interesting reports on places to travel in Oregon – and more – all in a vibrant, evocative color publication. After all, the purpose of student media is not only to educate and inspire its readers that the world can become a better place with open communication and hard work. It must also set an example for what news media can be without "money-making" interests at the helm, much like PBS or National Public Radio.

Yet, to truly make this the "renaissance in student media" that we're aspiring

towards, we're going to need your help. If you have issues, concerns, or if you'd like to be a part of a magazine that is hopefully evolving into a professional publication, please let us know.

Many thanks to everyone on the staff for their enthusiasm and dedication to making this, once again, a better issue than the one before it. And a great many thanks to Melanie Spraggins and Chris Jones and everyone else on the Educational Activities Council and at OSU for giving us a chance to show you what student media can be.

There's a bright future ahead. =>

Alexander Lavidge Johnson, Executive Editor of Chronicle





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## student response

by Kara Sutton-Jones

HERE WE ARE, SITTING PRETTY DECADES AFTER THE WOMEN'S RIGHTS Movement. More jobs, better pay, equalized family roles, uniform protection under the law, and the list goes on.

Liberation has come, right?  
No, and not definitively for either sex.

In the fall *CHRONICLE* article "Men's Roles in the 90's," Nick Heydrenrych posed the question, "Is it fair for women to enjoy the freedoms of social liberations and at the same time enjoy the privileges and benefits granted by the male-centered cultural tradition?"

The whole point of the liberation movement was to move society towards being people-centered, not male or female. Obviously, our society is still very based in masculine practices; otherwise this question would not have arisen.

Mr. Heydrenrych acknowledged that most women are not treated equally, but by the same token men's privileges come with unspoken expectations and responsibilities. To move society forward, he argued, males must redefine new social roles aside from those of "father, provider, and guardian."

These breadwinner roles are what women have been fighting to have a piece of for years. However, it has almost always been expected that they balance demands of work and home. Many women hope to have careers flexible enough to allow them time to devote to children.

Now is it possible that men should "want it all" too?

I would applaud any man for becoming a "house-husband," though their numbers are most certainly low. This is not surprising considering the stigmatism surrounding the traditional sphere of "women's work" or domestic labor. For thousands of years, it was women's lot in life to keep house and rear children, tasks that are essential to the continuation of society, but not valued for the service they provide.

In a traditional society, it is out of place when a man engages in these activities. He is expected to be involved in activities that enhance his place in the community and gain wealth to support himself and his family.

I would argue that no one could hope to liberate him or herself from an expected sex role unless he or she comes to terms with how the "dirty work" plays a part in the construction of sex roles. Men and women would at least become more integrated individuals, while probably always retaining a gendered identity.

Of course, gender always will be a difference, but it does not need to be a barrier.

If more people consciously strove to equalize relationships within their own lives, society as a whole would awaken to a greater awareness of existing false expectations.



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# GREENSPAN AND THE MARKET

Interview by Monika Skalar

**Chronicle:** How accurate is Greenspan when he talks about the US Economy?

**BROOKS:** The comments by Greenspan are comments that need to be taken in the light that they are predictions about the US economy. Greenspan has a lot of resources to help with his predictions but like any individual in the business of predicting the future the chance of being totally accurate is impossible.

**Chronicle:** What are some of the factors for this unprecedented surge in the stock market for both the NYSE and the Nasdaq?

**BROOKS:** Prices in general drift upwards in the stock markets but the pace of these seem to be faster than "normal." The recent five years in the stock market is unprecedented with regard to the length of the price increase. However, it is also interesting to note that only a small percentage of the stocks are enjoying the market rise. Last year only about 25% of the Nasdaq stocks made money, the other 75% either broke even or lost. The surge then must be due to the 25% rising stocks and this has been a "technology stock" rise. The major factor is a shift in the business environment where the business world is now trying to capture the great increase in information flow. The winners seem to be the firms that either provide access to this new information flow or provide products that help others access this information flow.

Greenspan said that a severe spike in oil prices could have a major impact on economic growth, although he said that excluding oil, he had seen no evidence of inflation. He also said that demand in excess of supply in the economy is reducing the supply of available workers, and this cannot continue indefinitely. He also said that if Fed policy-makers don't pay attention to the factors above, "then we are like the boat heading towards the dock and, instead of turning so we don't go slamming into the dock, we go straight into the dock and find out that we should have turned at least partially in order to come into...a soft landing."



Chairman of the Federal Reserve Board Alan Greenspan

**Chronicle:** What is your response to the quote above by Greenspan concerning an increase in oil prices hurting the economy?

**BROOKS:** Greenspan hits three areas that may have an impact on the economy: rising oil prices, little evidence of inflation pressure elsewhere and a tightening labor supply. The important comment is that ignoring these indicators can reduce the ability of the government to alter policies in a timely fashion so that inflation will remain in check. Usually no single factor controls inflation, but some, such as oil prices and labor supply may be leading factors.

**Chronicle:** Greenspan stated that "[they're] trying to sustain the extraordinary economic growth." Do you think this is possible and do you foresee any signs of stopping?

**BROOKS:** Usually we see growth and retractions in hindsight, not in foresight. Greenspan's objective with policy moves is to maintain growth, which on the surface is a good thing. As for how long we can go, we are already in new territory for the length of the growth of the economy. The assumption is anybody's guess, but unless a series of factors start to point to a recession then it remains anyone's guess as to when the growth stops.

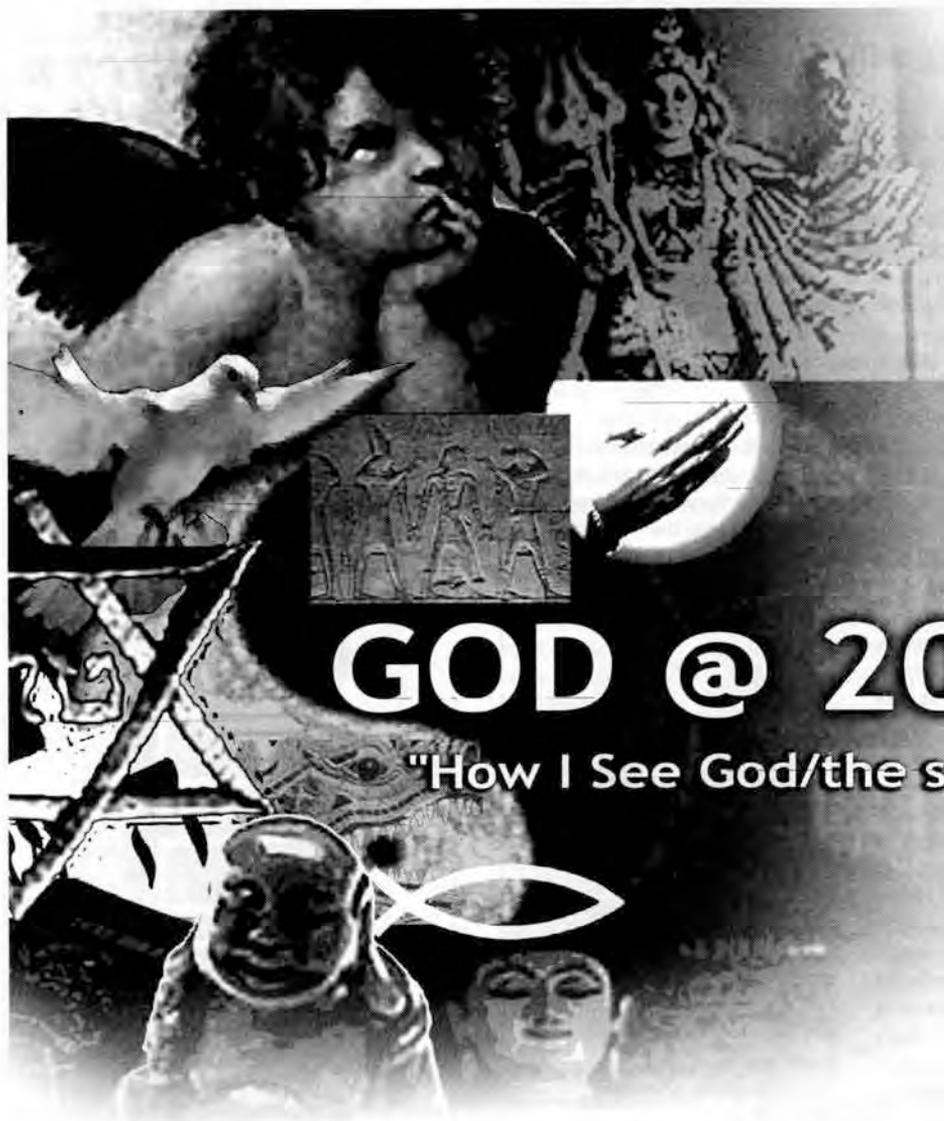
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Journal

2000



# GOD @ 2000

"How I See God/the sacred..."

by Patrick Williams

**L**AST FEBRUARY 11 AND 12, 2000, OREGON STATE UNIVERSITY hosted the conference *God at 2000*.

Organizer, OSU Philosophy Professor and Hundere Professor of Religion and Culture, Marcus J. Borg, invited speakers from around the world to answer the question "How I see God/the sacred" within the context of their experiences and respective studies of religion.

At first, I anticipated it would be somewhat interesting and intellectually stimulating, but I was not prepared for how powerfully I would be impressed by these two days of lectures.

The opening speaker Friday morning was Marcus J. Borg, historical Jesus scholar and best-selling author of "Meeting Jesus Again for the First Time." Borg argued that our ideas about God matter, because they can shape how we see not only God, but also others and the world. He related his childhood experience

of growing up Lutheran in the Midwest where God, for him, was a stern judge who demanded obedience and insisted that certain requirements be met. Chief among them was the requirement of belief in Jesus as one's savior as actualized through his sacrificial death and vicarious atonement for the sins of humankind. Borg later explained that this childhood view of God became increasingly unconvincing to him, and he eventually turned to atheism.

However, Borg's perspective changed after having several mystical experiences in his thirties. He began to view God in a new light, seeing God as both here, all around us, and also utterly beyond our understanding. Thus, the simplistic, stern, judge God was replaced with the Ineffable, the Mystery with a capital M, and the One in whom we live and move and have our being. A God whose central value is compassion and that loves us unconditionally, willing our welfare and freedom. Moreover, this God is undeniably real; a God with whom we can enter into a personal relationship by which ourselves and our lives will be transformed. "A God," said Borg, "who can be encountered through the three great religions of Judaism, Christianity, and Islam."

He gave a beautifully articulate presentation – pound for pound, there was probably more information organized more persuasively and concisely than I have ever heard in a lecture. I felt an energy pulse surge through me while Borg spoke, as if he were affirming that which was deeply and profoundly true on a foundational level.

Diana Eck, Professor of Comparative Religions and Indian Studies at Harvard, was next to speak. Eck related her Methodist childhood and how as an adult she studied Hinduism, seeing it firsthand in India. She related a picturesque story of how she prayed in a mosque with Muslim friends. For Eck, relating with our fellow humans of different faiths is not about cold tolerance at a distance, but rather should be found through engaging and understanding on a personal level those who are different from oneself.

Thereafter, Rabbi Lawrence Kushner spoke about a Jewish mystical awareness that configures God as the One in whom all things are connected. Kushner demonstrated a natural wit, and a talent for literary expression in the form of narrative story. He took the audience from his personal experiences in the New Mexico desert to the tale of a Jewish woman saved by a stranger during an SS bus search in occupied Germany during WWII. Kushner's words evoked such vivid images that I felt myself with him on that cold morning in the desert on a bird-watching trip as the sun rose upon the horizon. I could sense sitting on a hard seat in a German bus close to a frightened Jewish woman as she watched the SS move methodically down the aisle checking passengers' papers. Without my consciously being aware of it,

Kushner's words moved me into the very One-ness and connected-ness about which he spoke. The conference was momentarily forgotten as the steely faced SS soldiers moved on, away from a terrified woman.

Seyyed Hossein Nasr, Professor of Islamic Studies at George Washington University, spoke of a deeply felt Islamic mysticism. He used the Qur'an, sufism, the Islamic mystic Rumi, and words attributed to Jesus in the New Testament to speak about the reality of God, the Absolute. For Nasr, this God could be known, yet transcended all categories of knowing. Like Borg, Nasr decisively affirmed the reality of God, but in an unquestionably mystical Islamic style. What Nasr demonstrated was a mastery of philosophy and theology that was unsurpassed in my experience – he is quite probably the most intelligent and informed person I have ever heard speak on these matters. His words conveyed an understanding of Christianity, Hinduism, and Buddhism in addition to Islam. Nasr related having traveled to India and observed the Hindu faith in practice, as well as having spent time going to Baptist Christian services in the United States. And yet, there was simply no question as to his being a devout, albeit mystical, follower of Islam.

After hearing him, I wanted to know more about Islamic mysticism.

Perhaps the biggest draw of the conference was Archbishop Desmond Tutu, winner of a Nobel Peace Prize and chair of the Truth and Reconciliation Commission in South Africa. Tutu came despite being afflicted with prostate cancer. He walked with a cane, spoke with a thick accent, and almost appeared small for his stature. The clothes he wore were those from his plane flight, as the airline had misplaced his luggage. And yet, there was warmth – an aura of compassion around him that made me wonder if I might perhaps be in the presence of a saint.

What most moved me during his presentation was the question and answer period at the end. An elderly woman identified herself as someone who had heard the archbishop speak before, and she indicated she was a Jewish person who had worked to end apartheid in South Africa. When she finished, Archbishop Tutu said to her "thank you for helping us to be free." Then he immediately walked across the stage with a stiff gait; cane left behind, and promptly gave the woman a hug. I felt a lump in my throat and the warm burn of tears in my eyes as I witnessed compassion, and what it represented on his part and hers. Him standing in the center of South African oppressive racism, willing to forgive in order that a country might be healed. Her having worked to that end, from another country and place, lending her time and herself to end the oppression of others.

Joan Chittister, Benedictine sister and author, affected me quite profoundly. She spoke of having a mystical experience of light when she was a



From top-down: Karen Armstrong, Marcus Borg, Joan Chittister, Diana Eck, Lawrence Kushner, Seyyed Hossein Nasr and Desmond Tutu. All spoke at the God at 2000 conference.

continued on Page 30

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**UPDATE**

LAST WINTER TERM, JAMES ALLEN, A JUNIOR IN LIBERAL STUDIES WITH A FOCUS on Filmmaking, was hired to be the new Station Manager of KBVR TV.

"I'm really excited about taking on the job," Allen said. "Working in this field has always been something that has been exciting for me."



James Allen

Allen said he first got involved with the television station during an informational meeting a couple of years ago. "At first I wasn't sure what to make of it. But, after I heard one of the speakers say that the television station has over two million dollars worth of video equipment for students to use, I really got a sense that this was something that I wanted to be a part of."

Though now he isn't entirely sure what the net worth of all the equipment actually is, he says that KBVR is an exceptional facility with priceless opportunities.

"Just recently the Sony Corporation donated to KBVR a top end digital editing system and some digital video-cameras. This is really going to change the production quality of our work," Allen noted. Indeed, with the dawning of new digital video technology being available to the market at lower costs, it is becoming easier to produce high-end quality work that can even compare with that of local television stations.

Of course, one of the main factors that will make the television station successful is dedicated people and volunteers on the staff. Just new equipment alone isn't going to take the station to the next level to which it is aspiring.

Casey Campbell, a Senior in Communications and the PR Director for KBVR commented, "Not enough people know about us ... I really want more advisors to know about the station here and to tell students how they can get involved. It's really a great opportunity and you get class credit if you're interested." Currently, there are many opportunities for students, ranging from editing to actually anchoring in the news show, "KBVR News."

Another main factor in the continuing success of the station is the quality of the programming. The station is famous for its award winning adventure series, "Delusions of Grandeur," as well as other programs produced by students.

Yet, there are concerned students that think KBVR needs to be more like "PBS." Many believe that a station at OSU needs to focus more on broadcasting dialogue about OSU affairs and student issues.

Since OSU is frequently attacked for the demise of its academic standards, this kind of change might be good for OSU as well as more representative of the interest of the OSU student body.

"There was a show a while back called 'Eye on the Arts,' that was produced by Charles Lind," Campbell said. "People liked it, but he eventually left and the show was dropped."

Right now, there is a show called "Go Beavs," which Allen said is trying to focus more on panel discussions with OSU students who talk about student issues, as well as address other news items. "It's really a show with a lot of variety," Allen said.

Allen said that he is always open to new ideas about where to focus the television programming and that there's plenty of room available for new shows. "It's really just a matter of getting those motivated students, who want to see KBVR have more of a balance between entertainment and intellectualism, involved in the station," he said. "Considering how at the last informational meeting we had more people inquire about how to get involved than in the past eight years, I think we're headed in the right direction!"

To learn more about how you can get involved with KBVR, visit their Web site at <http://www.orst.edu/dept/kbvr-tv/> or call 737-6327.

by Alexander Johnson



# career services

what they can do for you

by megan conn

**I**T'S BAD ENOUGH TO HAVE TO PUT ON NYLONS (OR A TIE) FOR AN INTERVIEW. But it gets worse as soon as you walk in the door.

You're put on the spot by such questions such as "why should we hire you rather than another candidate?" Or, the infamous inquisition that begins, "what are your weaknesses?"

They can leave an unprepared enthusiastic employee feeling sunk like a battleship.

Oregon State University's Career Services department, located in the basement of Kerr Admin, understands the needs and questions of students who are on the job prowl. Whether a student is looking for a part-time/on-campus/make-a-few-extra-bucks-job or a career upon graduation, they can help.

The only problem is that many students are not even aware that this magical place exists and that many more just aren't aware of what actually goes on in the basement.

So, what does Career Services do for students?

First things first.

Whether you've passed two years in the University Exploratory Studies Program or you've just realized that Quantum Mechanics is not your forte, Career Services offers an extensive library with books covering everything from "The Career Guide for Creative and Unconventional People" to "Careers for Environmental Engineers."

For those of you that have more time on your hands, there's a computer program called *Discover* that's available on all networked PC's at OSU. Basically, it analyzes which jobs would fit your interests and skills well. Granted, some say that it is sort of like the one that you may have done in High School, but I disagree. The one I did in high school told me that I should be a railroad brake operator, whereas *Discover's* suggestion actually matched me with my chosen major.

Now, if you already have a pretty good idea of what type of career you want, but would appreciate a chat with someone experienced regarding what you can do now to prepare for a successful future, Career Services can help with this, too. Students can schedule hour-long appointments to talk with an advisor about anything from "I really don't want to flip burgers this summer..." to "Ohmygosh, I'm graduating next term!" There are also 15 minute drop in appointments (which are generally the easiest way to talk with an advisor), Monday through Wednesday, 1-4pm.

For those of you who don't have time to leave the library, drop-in advising is available on the first floor, Thursdays, 1-4 as well. Resumé and cover letter critiquing is one of the most popular advising services. Or, workshops and orientations focusing on resumé writing, interviewing skills, job search strategies and many more topics are also offered throughout the year (schedules are available in Career Services) if one-on-one is not your style.

Now, what do you do if you know what kind of job you want, but you don't know where to look? Career Services also posts dozens of announcements from various companies every day, which are sorted, placed in binders organized by categories such as "internships" vs. "jobs," "majors/colleges," and "summer job listings." The files are also purged on a monthly basis, so you don't waste your time reading over a really cool internship only to find that the closing date was April 24, 1997.

Moving right along; say you've found a job and are planning on applying, but tend to get freaked out over the idea of some guy in a suit asking you to explain your life history and why you're perfect for the job. Career Services offers mock interviews, where a career advisor will play the role of an employer. Interviews are made as realistic as possible (from sending in a resumé ahead of time to, yes, dressing nicely), and are videotaped with the idea that you'll be nervous in the basement of Kerr, but more prepared in the real world.

And finally, one of the newest services available to students is an on-line and on-campus recruiting program called *Beaver Recruiting*. Students either watch a video or attend an orientation, register, upload their resumes and other documents onto the program, and then the companies that visit OSU can view the applicant's information. Then students can schedule on-campus interviews over the Web. This system is very popular with business and engineering students, but there are also many employers looking for liberal arts and science majors (seasonal employment is also available). Plus, when you register, you receive a great booklet with advice about how to make a good impression during an interview when an employer asks if you have any questions as opposed to (my sorry response) "I guess not..."

Finding that perfect job is not easy and it does take a lot of work. By getting familiar with Career Services earlier on (before the last term of your senior year), some of the frightening uncertainty of "what am I going to do now?" will be eased. While Career Services staff can't tell you why you'd be a better candidate for a job, or what your weaknesses are (or tell you it's a-ok to wear jeans at an interview for that matter), a short walk to the cozy basement of Kerr can certainly help your future occupational dreams become a reality.

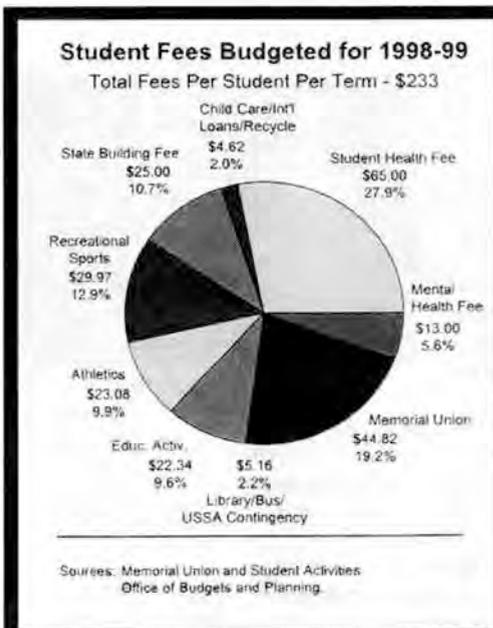


Career Services is located in the basement of the Kerr Admin Building.

**C**

by melanie spraggins

**I**MAGINE WHAT YOUR COLLEGE EXPERIENCE WOULD HAVE BEEN LIKE IF YOU WERE NOT EVER ABLE TO SIT IN THE student section at football games, hang out in the MU, go to Dixon, or join a student organization. You pay \$233 per term each year in student fees that fund many things on campus that make our OSU experience so rich. However, a pending US Supreme Court case could completely change our campus as we know it.



The Southworth case started when three law students sued the University of Wisconsin because they disagree with mandatory student fee funding of 18 groups, including Amnesty International, the Campus Women's Center, and the Lesbian, Gay, Bisexual Campus Centers. The Western District Court ruled on November 29, 1996 that the students' First Amendment rights not to speak and not to associate had been violated by requiring them to subsidize organizations whose missions they opposed. This decision has been upheld by the Seventh Federal Court of Appeals and is currently pending review by the U.S. Supreme Court.

Depending on the outcome of the Southworth case, the student fee process at Oregon State University could be deemed to violate the First Amendment because of the way the fees are currently collected and allocated. For everyone at our University that knows the current fee process, it seems ridiculous that the process might be illegal because it epitomizes our understanding of the word democracy. The OSU Student Fee Committee members are elected by the student body and there are seven open hearings throughout the fee allocation process to gain further student input. In addition, the student fee budget must pass through both ASOSU Senates and the ASOSU and University President must approve it.

Ironically, as we await the Supreme Court decision, the Fee Committees are in the midst of allocating our fees for the next academic year. Though we are unsure as to whether our current decisions will be overturned, we will continue do what we believe is right for the students of OSU. Currently, we help fund Recreational Sports, the Memorial Union, Student Health Services, Intercollegiate Athletics, and University Counseling and Psychological Services. Student fees also makes it possible to ride the Corvallis Transit System for free, enjoy outdoor recycling bins, the construction of a student childcare center, and membership in the United States Student Association, the country's oldest and largest national student organization.

Since students initiated the controversy surrounding student fees, it is important for OSU students to understand the importance of their fees. Some can argue that their fees support programs that do not directly benefit them, however, we are all a community at OSU; to support any group on campus is to help everyone. It is possible that you may never get sick during your stay in Corvallis, but shouldn't every student have the right to go the Health Center if they need to? Additionally, isn't it our right as students to pay for whatever programs we deem necessary to create the kind of OSU that we want? Student Fees are the only part of our tuition that students actually control and they exemplify student democracy in action!

*Editor's Note: The decision to keep student fees active was passed after this article was turned in to us.*



**T**

here is a difference between making a point and making a change.

Opponents of VM 757 (Veterinary Medicine 757) were quite successful in making their point last term. The group received substantial media coverage, succeeded in creating a debatable issue and split the student body into adopting at least three different standpoints: those who agreed with them, those who disagreed and those who were simply uninterested.

In fact, it's quite commendable that the members of the Vegetarian Resource Network (VRN) have spent their 15 minutes to communicate their animal rights agenda. How many of us can honestly say that we have totally mobilized ourselves for a cause?

Just as the individuals who camp for weeks in trees to protest clear-cutting do so to make a point, the opponents of VM 757 only succeeded in making their point on animal rights. To be very realistic about the matter, making their point is where the road will end. Their obstacle isn't ignorance, which they obviously claim to fight by providing a doctrine of alternative procedures for the class. Their obstacle is their own method of trying to instigate change.

They were standing outside of the system, pointing their finger in and complaining about what they saw. This was their right, and nobody has any authoritative privilege to forbid their complaints or even say that it is wrong to complain. They view the practices involved in the VM 757 class as an injustice to animal rights, much the same way an environmentalist views the practice of clear-cutting by the logging industry as an injustice to humanity's responsibility to protect the environment. Both practices are seen as valid social problems by their respective associations, and they are challenged in analogous ways.

Opponents of VM 757 challenged the social problem they created by assigning blame and complaining about individuals within the system. They previously challenged the social problem they created by protest, which has served no greater net effect than to draw trivial media attention and to label their group as "extremist." When a group receives a label in society, the label, no matter how benign or aggressive, creates the perception that the group is pursuing only its own agenda, not necessarily the common good.



Photo by SEAN HANRAHAN/The Daily Barometer



Professors, and a few students considered the protestors immature and extremist. The protestors saw the professors as unethical and careless. Consequently, a lot of talking, but very little communication.

The media doesn't have an opinion on the issue in question; their job is to invoke interest in their audience. The media recognized that the group opposing the practices of VM 757 was extremist, not necessarily in their view, but in their actions. Once labeled "extreme," the group's future and residual media attention was focused once again on the extreme act instead of the group's intentions. We have always felt that an extremist view is only a reference point on the spectrum; real ideas, that create real change, lie more toward the center.

It is totally unrealistic to make oneself an obvious thorn-in-the-side of an organization or institution and expect to instigate effective change. However, being an activist within the system you are trying to change skyrockets your credibility, allows you to openly converse with those driving the system and creates opportunities to gain a more holistic perception of what you are involved in.

Any investment in disparaging an established institution without a completely seamless argument will not bring about a mutually beneficial solution. An idea that satisfies all parties is the only avenue for promoting true progress.

**C**

# u n i v e r s i t y h o n o r s c o l l e g e

## calendar

### APRIL 2000

12

UHC/USSAB Forum: "What happens to your student fees?" 7:00 PM, MU Lounge

22

Leadership Summit, 10:00-4:00 PM, LaSells Stewart Center

### MAY 2000

6

Mom's Weekend Recital and Talent Show, 12:00 PM, Courtyard Inn

24

Senior Thesis Fair, 11:30-2:30 PM, MU Ballroom

26-28

Memorial Weekend Rafting Trip, Umpqua River

### JUNE 2000

1

Spring Picnic, Thompson Shelter, Avery Park

11

OSU Commencement, 10:00-12:00 PM, 226 StAg Hall

## Excellence Fund still forging ahead, needs more help

by Alexander Johnson

THE UNIVERSITY HONORS COLLEGE IS ABOUT to celebrate its fifth year anniversary.

If we're lucky, we might just get an anniversary gift – "The Excellence Fund."

"The Excellence Fund Project was started to help UHC students fund their thesis projects," says Joe Hendricks, Director of the University Honors College. "These students work very hard to do their best work – and they deserve our support."

In the past, a few students have been constrained in preparing their ideal thesis research or presentation due to budget constraints. However, if the Excellence Fund Endowment is established, UHC students will each have funds available to help them produce their best work.

"The Excellence Fund still has a way to go before we reach our goal," says Joe Hendricks, "but I'm confident that we can get to the \$50,000 mark by the end of the term if more people donate. If we do get to this mark, an anonymous donor has pledged to contribute \$2 million dollars to the endowment."

Since at the time the magazine went to press, we were about \$5,000 short of our goal. Students have thus pitched in as well, supporting a cause that will help future generations of Honors students.

"The generosity has been amazing," Hendricks said. "Honors students themselves have dug in their pockets and change purses to help future generations of UHC students achieve their dreams because they really believe in this."

To date, the students have personally contributed nearly \$2000 out of their own pockets.

The rest has come from UHC parents, local businesses and philanthropists in the community.

"That kind of generosity cannot be beat and will benefit all future



Joe Hendricks, Dean of the UHC

Continued on Page 17

students. Thanks to all who have been able to help and to those of you who plan to step forward," Hendricks continued.



For information on how you can donate money that will help the Excellence Fund reach its goal before the deadline, e-mail Joe Hendricks at [Joe.Hendricks@orst.edu](mailto:Joe.Hendricks@orst.edu) or the UHC office at 737-6400 for more information.



The ChE 405 Honors class, "Plastic for Poets," builds a bug that sat outside of the University Honors College offices. Outside there stood a sign saying, "The purpose of this class is to make us more aware of all the implications of plastics in our lives...The purpose of THE GIANT PLASTIC BUG is to physically represent [a fraction] of just how much plastic we consume."

The bug was later featured on the front page of the OSU student newspaper, *The Barometer*.

B4 ■ ■ ■ 2M

# Metro Schools

CLOSE-UP

## Oregon State honors program tries to re-create an Ivy League experience

By CANDY PUTERBAUGH  
SPECIAL TO THE OREGONIAN

Jacque Wirz wasn't thrilled about going to Oregon State University. "I hated the concept... because I already lived in Corvallis," she says, "but I couldn't afford to go anywhere."

A decision by default to enroll at 16,000-student OSU was mopped over time, though into a lucky break, to hear Wirz tell it. That's thanks to her acceptance into the 500-strong University Honors College.

"I get both small and large" university benefits, says the energetic junior, who eventually hopes to earn a medical degree in a master's and a doctorate in public health.

"It's enlightening how well the professors know me. They're very approachable. They'll help at all times," she says.

Honors programs are magnets for good students at public universities across the country, in part because they can be such a bargain, according to a U.S. News & World Report study last fall.

"The honors program in the public university is meant to provide an Ivy League experience," says Jon "Joe" Hendricks, dean of OSU's University Honors College.

By League and private schools can cost \$39,000 a year or more. Costs for in-state students at OSU's honors college, in contrast, run about \$12,100. Honors students pay only \$95 more per year than other students pay.

Public universities rely on their honors programs to help reverse the "brain drain" of top students fleeing to prestigious colleges out of state — a particularly worrisome problem in Oregon.

### Elsewhere in Oregon

Honors programs are nothing new. The University of Oregon has had an honors college since 1960. Portland State has had a program since 1969. Western Oregon and Southern Oregon universities have programs, and Eastern Oregon University hopes to launch one.

What makes OSU's honors college unusual, Hendricks says, is that it grants honors baccalaureates of science or arts in any discipline.



Hanging out in the Students Learning Under Ground center, nicknamed The Slug. In one of the benefits of the OSU honors college (clockwise from lower left) senior Kevin Partew, 23, a business major from Dallas; senior Ruth Carter, 20, a psychology major from Sonoma, Calif.; senior Keith Haxelton, 21, a biochemistry/biophysics major from Corvallis; and junior Heidi Hoffman, 19, a biology major from Roseburg.

Senior Kevin Partew, a business and liberal studies major with a focus on music, compared musical scores in two "Psycho" films and came up with his own adaptation. He picked three scenes and wrote a musical score.

Senior Jeff Morgan, who has run his own fly-fishing business since age 14, wrote a book, "An Angler's Guide to the Oregon Cascades," for his thesis, which he hopes to get published. It's already being hawked, appearing at a recent Pacific Northwest Sportsman's show in Portland.

"Imagine. These students actually want to work harder than other students do to get their degrees. But they aren't just a mass of gray matter isolated in a campus corner."

Says Wirz of her fellow honors students: They're "very motivated, but we don't have slide rules or

Other attractions: Hand-picked professors, a personal honors college adviser, a student learning center nicknamed The Slug (Students Learning Under Ground), with computers and comfortable couches, an award-winning student magazine called *The Chronicle* and a variety of informal mixing with faculty, staff and administrators.

Special activities for honors students include quarterly forums planned by students on different topics, field trips, plays, concerts and athletic competitions, said Jane Siebel, lead adviser and program coordinator.

### Being admitted

The number of applicants has grown each year, according to Hendricks. Last year, about 900 students indicated interest in the honors program.

Who gets the nod? Eighty-seven percent of the students are Oregonians, but the college also breaks students from 11 other states and a smattering of other countries. Age ranges from 18 to 50. Most are studying engineering or science. All must maintain a 3.25 GPA.

Students have a say in the honors college. Through the student learning committee, they can suggest faculty members and courses and help plan activities. They often retreat to The Slug to study, use the computers here, talk or relax.

Sliding love into The Slug's comfortable sofas, a group of their friends about the experience. President Doreen Johnson says, "It's so much fun... They're looking for people who go above and beyond just getting good grades."

**A** CRITICAL REQUIREMENT FOR GRADUATION FROM THE UNIVERSITY HONORS COLLEGE IS THE

completion of a senior thesis or project. The senior thesis is one of the most rewarding challenges of your time at OSU. This requirement will be considered to be completed when the student has defended an acceptable thesis or project, has performed satisfactorily in an oral examination based on the thesis or project, and has provided a suitably bound copy to the UHC by Friday of "dead week" of the term of graduation.



The thesis project will be conducted under the supervision of a mentor, selected by the student, along with two other experts. The mentor and at least one other member of the committee will be a tenure-track faculty member or senior instructor at OSU. Because the mentor is a critical part of the student's UHC experience, the he or she should be chosen carefully. Interdisciplinary projects are encouraged, but one faculty member must agree to act as a mentor. The two-thirds rule is that two of the three members of the committee must be senior instructor or tenure track and the third may be any expert agreed to by the mentor. The third person may be an expert in the field acceptable to the mentor; there are no guidelines beyond their expertise.



No later than the first part of the senior year, the student will register for and be graded in four to six credits of 401 (research) or 403 (thesis) in the academic department (an HC designator may be used as a default if no departmental designator is appropriate). For interdisciplinary theses, the mentor should be consulted for the appropriate designator. The credit is to allow time for the research, and credits will be counted toward UHC requirements.



Some departments already have a senior thesis or project as a graduation requirement. In such cases, the department and the UHC will coordinate their requirements so that the student is NOT required to do two such projects. The thesis is normally a significant paper written in a style appropriate to the discipline under the supervision of the mentor. It is based on the research project undertaken by the student. The student's grade in the 401 or 403 course will be based in part on the thesis. The thesis will be suitably bound and will become a permanent part of the UHC. UHC Theses are catalogued in the Valley Library.

The project may be a laboratory experiment, an engineering construction, artistic creation, musical composition, or other acceptable scholarly project. Original or secondary research is acceptable. If the nature of the project is such that it cannot become a permanent part of the UHC collection, the student must prepare an appropriate permanent record of the project (may include photographs or a video/audio tape). The project must be accompanied by supporting written material that explains the project, its background and significance; this written material, suitably bound, need not have the organization or structure of a full thesis, but will accompany the record of the project in the UHC archives.

Some recent UHC Thesis titles include: WALK THE TALK; PLANNING, IMPLEMENTING, AND EVALUATING A COMMUNITY BASED HIV/AIDS AWARENESS PROJECT; THE USE OF SCIENCE CLUBS AS AN INFORMAL SCIENCE EDUCATION TOOL AT THE ELEMENTARY SCHOOL LEVEL; PANIC ATTACKS IN COLLEGE STUDENTS: PREVALENCE AND COMORBIDITY WITH ALCOHOL ABUSE, DEPRESSION AND SUICIDALITY; CAN PUBLIC POLICY ACCOMMODATE THE HOUSING DEMAND OF PORTLAND, OREGON'S INCREASING POPULATION? EFFECTS OF CAUSTIC ADDITION ON BLACK LIQUOR RHEOLOGY AND THERMAL CHARACTERISTICS; SITE SPECIFIC GROUND MOTION STUDY FOR THE SEISMIC RETROFIT OF WEATHERFORD RESIDENTIAL COLLEGE, OREGON STATE UNIVERSITY; TIME-DEPENDENT EFFECTS OF ASCORBIC ACID ON INTERFERON-GAMMA LEVELS AND CELL PROLIFERATION; THE MEN'S WORLD; EXHIBIT DESIGN FOR THE JENSEN ARCTIC MUSEUM.





THINGS ARE BEGINNING TO TAKE OFF.

JOIN THE STAFF OF *CHRONICLE*.

*CHRONICLE* is evolving into a professional magazine at OSU that will cover OSU Life, publish student opinions, address humanitarian issues, advocate improvements in education and review local entertainment and the coolest Web pages for students.

*But it doesn't stop there.*

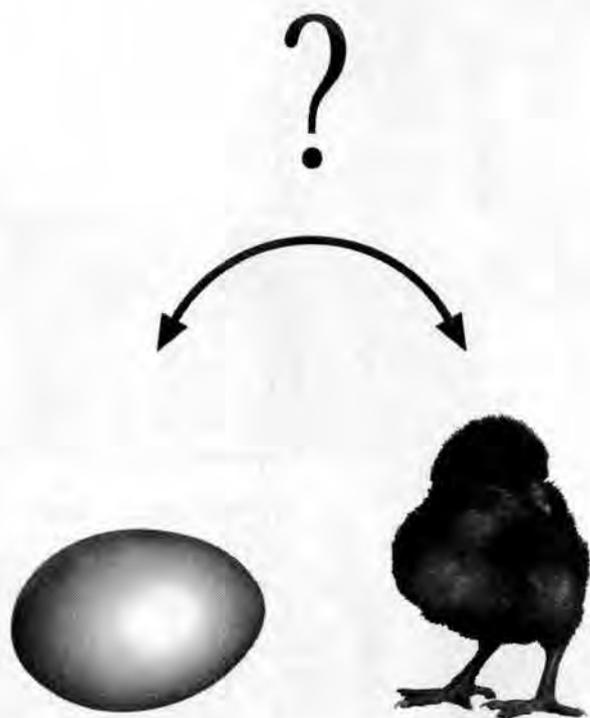
To find out how you can get involved, contact [AlexinOR@aol.com](mailto:AlexinOR@aol.com).



The Official  
UNIVERSITY HONORS COLLEGE  
Student Magazine

# *Chronicle*

*"Students writing relentlessly for a better tomorrow."*



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mysteries.**

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737-8390

Just about everything known to be true today was, at one point, an unanswered question.

At Oregon State University, a Carnegie Research I institution, you have an opportunity to explore completely unknown territory...to experience the birth of knowledge. The possibilities are limited only by your imagination. Your research can be in the arts, humanities, sciences or high technology. You might find the answers you are seeking in the laboratory, in front of a piano, or in a studio. The fruits of your labor could be anything from a thesis to a concert recital.

The OSU Undergraduate Research, Innovation, Scholarship and Creativity (URISC) program seeks to coordinate scholarly internships, both paid and unpaid, across OSU's campus. As part of this mission, URISC provides funding for a limited number of paid summer internships in departments as varied as English, Psychology, Chemistry and Engineering. You can work alongside internationally renowned OSU scholars and experts in their chosen fields to contribute to the development of new knowledge.

Contact a faculty member or your program advisor to get involved in the excitement of scholarly pursuits. Or check out the Research Office website at [osu.orst.edu/research](http://osu.orst.edu/research) for information about research going on at OSU. To find out about paid URISC internships, call the OSU Research Office at 737-8390. Spend your time at OSU challenging yourself to answer the unanswered questions.

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**Knowledge is power.  
Unlock it.**



# ***“Majoring in Mediocrity?”***

REACTIONS TO THE CRITIQUE OF HIGHER EDUCATION AT OSU MADE BY *THE OREGONIAN*.

**A** R E T H I N G S  
R E A L L Y A S B A D A S T H E  
*T H E O R E G O N I A N* A R T I C L E  
S U G G E S T E D ?

*by DeAnn Welker and Alexander Johnson*

“UNIVERSITIES HOLD BACK OREGON’S FUTURE,” HAILED Oregon’s largest newspaper, *The Sunday Oregonian*, on January 23, 2000 in an article by Romel Hernandez. The paper wrote a lengthy story on how and why universities in Oregon don’t measure up to national standards. They continued on Jan. 24 and 25 with the rest of their three-part series titled “Majoring in Mediocrity.”

“While there are shining spots — star professors, talented students, breakthrough discoveries — examined as a whole, the state’s universities fall short,” the article stated.

*The Oregonian* compared Oregon universities with comparable schools in six states, using different educational aspects for comparison.

“Oregon lagged behind in every category. In some cases, the state was rock-bottom,” the article continued.

But the Oregon universities were not pleased with the article or its implications — which were that students from Oregon

are getting a second-rate education. The article dealt mainly with technological fields, rather than the liberal arts, which was seen as a problem for some students and staff at Oregon State University.

“Looking at that article, I was very disturbed because it seems to evaluate higher education solely on the basis of economy and technology,” David Bella, Professor Emeritus in Civil Engineering at OSU, told the university’s newspaper in January. “We’ve got to start talking about ... how we can educate alert, knowledgeable citizenry. There wasn’t one mention of that in the article.”

OSU’s student newspaper, *The Daily Barometer*, printed a reaction article Monday, Jan. 24, disputing the claims of *The Oregonian*’s series. They quoted professors and students that were pleased with their education, though many believed state funding is holding their school back.

“Look at competitive salaries; they are 20 percent below on average,” OSU President Paul Risser said. “But the success of Oregon State is build on the backs of efforts of extraordinary staff, faculty and administrators.”

Vice Provost of Student Affairs Larry Roper agreed with Risser: “I’ve had job offers of significantly higher pay. But the thing I’ve found is that for me Oregon is a professionally compelling place to be right now ... The colleagues I work with here are among the best I have worked with.”

Most students at OSU echo the sentiments expressed in *The Barometer*, which is presumably why they are attending the institution.

“I’ve been to six different colleges or universities and I like OSU the best,” said Matthew LaPlante, an OSU junior in political science who transferred to OSU

with a cumulative undergraduate grade point average of 3.85. He added that he didn’t really choose OSU, but that it was chosen for him, as he is part of the Navy’s Reserve Officer Training Corps.

LaPlante sees self-motivation as the key to success at any college or university. He said: “An OSU education, like any education, is self-motivated. You can go to Harvard or Stanford and get a crummy education. You can go to Clackamas Community College or not go to school at all and get a wonderful education.”

He continued, “what people who fret about these things are really concerned about is not an education, but a receipt.” By receipt, LaPlante is referring to a degree. He adds that society tends to confuse a good education with a good receipt.

Dr. Jim Krueger, Professor Emeritus in Chemistry at OSU, also believes that OSU has what it takes to be a first-rate institution. Krueger first came to OSU in 1961, “when it was really starting to grow.” He believes that there are many faculty members at OSU that put in a great deal of effort to provide a high quality education.

BY DEANN WELKER



"I have a great deal of colleagues around campus who put a great deal of effort into their teaching and really care about their students. There are big names here, but the names aren't the whole story and maybe not even the most important part. What is important is the way in which the faculty and students really work together to provide learning and research experiences of high quality. There are some good examples of that around us all the time."

Students cite extracurricular activities and student-faculty interaction as positive aspects of their education at OSU.

Krueger is also pleased with the ease with which students speak to their instructors. He said: "With my History classes and most English classes, I've found that, no matter how big the class is, [there] can still be a discussion-type environment. It's not just a professor lecturing. The students can interact with the professor and other students."

He continued, "I think this challenges both the students and professors and brings forth many new ideas that may have not been brought up otherwise ... I have also found that most professors are very open with talking to students outside of class and are willing to do whatever they can to help. The professors here want to see their students succeed."

Andy Ko, an OSU student in his second year in Computer Science and Psychology, enjoys the campus life and the educational freedom at OSU.

"I'm happy with the quality of my extracurricular choices. I find OSU to be an approachable campus for leadership and activity ... I enjoy the educational freedom I have here. If there's something I'm curious about, often professors will invest enormous amounts of their time ensuring I understand their love for their work through my own related interests."

But Ko, like many others, knows that there is no denying the facts at hand: Oregon loses almost 90 percent of its National Merit Scholars to out-of-state institutions. OSU has significantly less nationally recognized scholars — such as Rhodes, Marshall, Goldwater, Truman or Melon scholars — than similar universities in other states.

"I haven't found my core education to be particularly top-notch," Ko said. "Often, professors seem constrained within their departments and frustrated with class size, which certainly influences my perspective on class material."

Ko adds that he does disagree with *The Oregonian* that OSU is majoring in mediocrity: "Rather, I believe that Oregon universities are catering to mediocrity. The slight difference in opinion comes only from the fact that Oregon universities ARE able to provide quality educations, but often this responsibility is put on the student."

Jeff Morgan, a Senior in history and Economics at OSU in the University Honors College,

told *The Barometer* that the university doesn't have a high enough emphasis on writing: "The requirement in quality and quantity (of writing) is below average. I wouldn't say the university as a whole is failing, but there is definitely room for improvement."

Many see problems at OSU, but attribute those to a lack of funding or to a lack of support from state legislators.

"The funding just isn't there to keep the good professors and staff and keep class size small enough to really have any mentoring time with professors," said Amy Pappadis, a senior in English. She added that "the focus on athletics really needs to be examined. Yes, the athletics department brings in alumni dollars, but why are they always in debt? A university education should be about education, not sports, and the focus on education is being lost to the search for coaches and stadium names."

LaPlante agrees that OSU is underfunded: "I think that the State Senate is majoring in mediocrity.

Underfunding the Oregon Educational System — at any level — is stupid. The state gets an F. The universities that continue to excel in spite of the state's idiocy get As."

While Krueger agrees with LaPlante, saying "the State Legislature needs to continue increasing its support," he sees other problems as well. "I think it would really help if more students realized how much the success of education here depends on their contribution, in and out of class," he said.

The dialogue will inevitably continue as to whether or not OSU provides a first-rate education.

U.S. News & World Report, which consistently puts OSU in the third tier or lower in its annual list of college rankings, would seem to say OSU does not provide a first-rate education.

Participants in February's "God at 2000" conference, who got to hear talks from the likes of Hunder professor Marcus Borg and retired archbishop Desmond Tutu, would seem to believe OSU provides a place for thinking students who are seeking a good education.

But the debate will rage on, and no solid answers will be found in anything except the success or lack of success of OSU's students — at home and across the nation.



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## Disclaimer

I'm writing this article from a personal perspective of a Liberal Arts student. The quality of education I have received here at OSU is vastly different than the quality I might have received if I had gone into Engineering, for instance. As such, the majority of this article focuses on where the Liberal Arts fall short in my view.

## Introduction

The *Barometer* published a chart (shown below) that compared OSU with "Peer Institutions." Yet, the chart didn't really communicate anything.

First, what makes a peer institution? Are the student populations approximately the same at these "peer institutions?"

Also, the cost of living varies depending on where you are in the country. This is sometimes why faculty salaries will vary. Was this taken into account?

Furthermore, from where does this funding come? If "peer institutions" receive more money than OSU does, isn't this also because they're receiving more grants to do research since they produce results?

This is just one example of how many details

were left out as OSU responded to the report titled "Majoring in Mediocrity," that was published by *The Oregonian* this past January. The public at OSU was "spoon-fed" several ambiguous statistics and positive opinions in rebuttal to *The Oregonian's* attacks on Higher Education in Oregon in an effort to make us feel better about ourselves. The issue was then shoved aside, never to be discussed, publicly, again. Apparently, there were more important issues deemed worthy of dominating the news at OSU; topics such as the "Playboy bunny who graduated from OSU" to the "Lesbian Avengers who went topless in the Quad."

Well, there's still a lot to talk about.

We need more than money to be great

Paul Risser, the President of OSU, Dan Bernstine, the President of UO and Dave Frohnmayer, President of PSU all wrote a response in *The Oregonian*. "Faced with crippling budget cuts for longer than we care to remember, we in our public universities have responded with ingenuity, toughness, speed – and quality," they wrote. They continued to focus on the same point over and over – that Oregon gets less funding from the State than other peer institutions.

It seems that they failed to notice that *The Oregonian* writer, Romel Hernandez, originally had stated "spending doesn't automatically bring results. Some states have achieved excellence with limited resources. For example,

Texas, Pennsylvania and Ohio support top universities yet rank below the average in per capita spending. And Virginia, which boasts one of the country's best public universities in the University of Virginia, ranked 33<sup>rd</sup> in spending, 11 states above Oregon."

Funding matters. No one can argue otherwise. But the issue isn't "black and white." There's a myth that suggests just as we pay mechanics to fix our cars, that more money will fix all the problems in educational standards that we have at this university.

It won't.

The logic is no better than saying if you gave an alcoholic homeless man a big wad of cash, he'd be able to get his life back together and become a productive member of society.

Both analogies ignore the other factors that help people pursue their potential. For instance, culture and personal values of the students also play a significant role in achievement.

This was something that *The Oregonian* addressed thoroughly. For instance, there was an entire section dedicated to History professor Quintard Taylor who moved to the University of Washington from the UO because, in his view, "There isn't as much of a desire in Oregon to build world-class [liberal arts programs.]" Granted, this is a stereotype and it isn't universally true, but it nevertheless makes a point – there's an attitude and something else that's lacking – and it prevents us from being among the best.

Culture Matters

Could the next Linus Pauling, or the equivalent thereof, graduate from OSU?

It's a big question. It's like asking if genius comes from "nature" or "nurture." My first reaction would be to answer that often the way we perceive the problem is the problem, and that genius arises from both "nature" and "nurture."

But to answer the question simply, I'd say, "No."

OSU is very different from when Linus Pauling was here. (It's ironic then that we still use him as a marketing tool to attract students to OSU.) Culturally, OSU has changed significantly over just the past 20 years. Talk to most chairs of the Liberal Arts departments that have been around for a while and they'll probably back me up on this. A growing number of college students in the liberal arts are now leaving college without developing the abilities to read, write and think by relative professional standards. (This is also because they come to college from deprived High School experiences but let's put this aside for right now.) These skills have always been the most important part of a college education: knowledge is always changing, but these skills last a lifetime. Empower students with this security and the versatility to switch job careers if they ever choose to, and you fulfill the vision of John Dewey where people become empowered in their democratic society.

Of course, it goes deeper than this.

So what kind of environment are we lacking then in the Liberal Arts?

I would hypothesize that a genius needs to be in a culture that embraced the following values in order to truly thrive:

1. Curiosity – peers are passionately and insatiably curious about life and love learning. (Here at OSU, a growing number of students are often motivated not by this intrinsic motivation, but by the extrinsic motivation that they need a job so that they can live "the good life." Hence, you find stress levels among students to be unusually high here, although there are other confounding factors. I've been in my rather large share

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What does this really tell us?

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of "lifeless" classes where students don't ask questions and just copy notes mindlessly. Furthermore, there isn't a lot of learning outside of the classroom here. Seldom are there self-organized reading groups or students just reading or learning on their own, such as a real newspaper, for fun. Most learning is usually a part of an assignment.)



## Anarchy in the Media

by Kara Sutton-Jones

2. Empiricism and holism – the culture has a commitment to test knowledge through experience and the scientific method. It also has a commitment to identify bias and to strive to converge all perspectives for presentation to students accurately. (Here, in almost all of my Liberal Arts classes involving the social sciences there is a "left-wing" bias. Now, I'm not a conservative or on the "right-wing," but I do respect the two ideologies and see how both sides have good points to make. I want to hear it all. Yet, it's often been in my experience that if an opposing viewpoint is presented (to Marxism, for instance) that it's a poor account of what the other side really stands for.)

3. "Rerum Causas Cognoscere" – I first heard this last summer as I attended the London School of Economics in England. It's their mission statement, translated in Latin as, "to understand the causes of things." This is one of the many reasons why LSE is considered to be one of the best universities in the world.

We don't have a kin philosophy in the Liberal Arts, however. Our practice, in History classes for instance, is to discuss what happened during a certain time period, but seldom why it happened or how the situation applies to the present. The same is true for Math classes. We'll be taught how to use equations and our calculators but rarely "how and why" the equations work. The theme for other classes remains the same: "don't think, just memorize," and it stifles growth.

4. Systems Thinking and Meta-Analysis – Convergence is the source for creativity and progress, hence the Liberal Arts here remain lifeless in the majority of the classrooms. I've only seen a couple of classes that really attempt to make inter-disciplinary efforts to bring the knowledge in departments together to form an integrated body of knowledge. Specialization suffocates the entrepreneurs, the inventors and the visionaries in our society. Every day I can't help but think, for instance, the enormous contribution the fields of Social Cognition or Semantics could make for instance to the Social Sciences.

5. Innovation, imagination and originality – Once a professor mentioned to me that [thesis projects] emulate the "manufacturing of echoes." Years later, I can see what he meant. Students here aren't encouraged to think for themselves or to think "outside of the box." No one is stopping them either, but it's always considered out of the norm and students assimilate to that norm. Often, the subtle yet inculcated philosophy behind learning is to "regurgitate and get out," as our cover photo suggests, through multiple choice tests.

6. The dialectic – This term, the OSU Philosophy Club was featured on the front page of the *Gazette-Times* for hosting a forum that discussed, "the distinction between education and training." Some great things were said and a lot of thinking took place. Then all of the sudden it ended. Yet, in a true community, such dialogues would occur frequently. Students would be more inquisitive about the objectives of Higher Education. There would be newsgroup rooms on the Web where students and faculty could address their concerns and express their ideas for improvements. There would be more students talking amongst themselves about issues facing the university and what college is all about. There would be a genuine community, and not just a network of associates. Communication between the student and the professor, for instance, wouldn't just take place through "survey cards." Thus, the university would be growing and evolving at an incredible rate.

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INDIGNANT AT THEIR PORTRAYAL AS MASKED REBELS WREACKING havoc during December's WTO protest in Seattle, four Eugene anarchists sat down Feb. 26 with a group of OSU students to discuss the coverage they got from the "corporate media."

Steve Bagwell, instructor of a reporting class, invited them to present their perspective on the outpouring of print and broadcast stories on them following the WTO action.

Marshall Kirkpatrick of the Eugene-based Anarchist Action Collective, an intent young man in his early twenties with glasses and a goatee, had the most to say.

Kirkpatrick was born and raised in Eugene. He went to Lewis and Clark College for a while, but dropped out after six months to hitchhike around the Northwest.

His focus has gradually shifted from Christianity to drugs to anarchism by turns in recent years. He is now part of a collective that eschews technology, materialism, capitalism and government authority in favor of communal self-sufficiency and self-governance.

When a *60 Minutes* team wanted to do a segment on the collective, which was widely credited with turning a peaceful demonstration into a rock-throwing melee in Seattle, Kirkpatrick led the team around its home Whitaker neighborhood. Over the course of two days, he showed the team the group's communal garden, free school, food bank and array of other positive, community building programs.

The resulting segment was not quite what the anarchists expected, though. Kirkpatrick said it contrasted sharply and unfavorably with a documentary produced by a sympathetic videographer.

In fact, he said *60 Minutes* bought a copy of the amateur piece and used selected scenes from it. However, he said the syndicated TV news show cut out all the intelligent and thought-provoking interview material, retaining only sensational looking scenes of violence.

He said the same thing happened when local TV news crews filmed a Eugene protest that ultimately led to a confrontation with police. "The image that flooded the media was young men in masks jumping up and down on cars," he said.

Kirkpatrick was even critical of the way the alternative publication *Seattle Weekly* handled a piece he wrote called "Revolution and the World Trade Organization." He said it was edited in a way that distorted the anarchist message.

"Just like every other mass media outlet, they didn't want the parts that made the total revolution seem honestly necessary, reasonable and intelligent," he said of editors at *Seattle Weekly*. "They just wanted the sexy parts about anger and rioting to sensationalize," he said.

Even though the anarchists feel the media unfairly focuses on violent protest, ignoring the positive things they do, they plan to continue to use property destruction as a tool of political and social change.

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IN BRADBURY'S NOVEL, IT IS A SIMPLE QUESTION OF literature, beauty, thinking and political freedom versus football scores, stock rates, statistics, polls, mass production, consumer culture, and fascism. In

Orwell's novel it is a much more fundamental question of language itself, and Orwell is highly critical of the politicization of language in several other works, most notably in his essays "Politics versus Literature," and "Politics and the English Language."

The box style is arguably an intermediate stage between news stories and the debilitating stream of facts so feared by Bradbury and Orwell. While

American newspapers aren't nearly so bad as 20th century dystopia novels predicted they would be, they are moving in that direction. For example, the average newspaper uses an eighth-grade vocabulary level, and the undeniable, increasing use of fact-boxes, illustrations, diagrams, graphs, etc., clearly demonstrates that our culture places more emphasis on expediency than thought.

The difference between the coming reality and the dystopias presented by Orwell, Bradbury and company is that consumers have chosen this way of life. Fact boxes are popular. People like diagrams. Drawings = Good. There is no Big Brother watching us and there are no firemen burning our books. We as consumers have chosen to phase out novels, short stories, columns, articles, and letters. In their

place we prefer movies, television, comic books, info-boxes, E-mail and the "factoid," all done in the name of convenience.

There are several problems with advocating the box style. The first problem is that boxes are not really convenient. That is, they may be convenient compared to reading a whole news story, but as soon as boxes become the new unit of informational exchange they will lose their worth. People will be expected to get their information from boxes and will no longer allocate the same amount of time to reading the paper. Boxes will no longer be considered expedient, they'll be considered the norm, and an even faster form of communication will crop up as the next "most convenient" thing. Everything designed to make our lives more convenient really just eats away at how many hours we have in a day, and boxes are no exception.

The second problem that I can see with boxes is that media biases are now going to become a lot more difficult to detect. Instead of a biased synthesis in new stories, newspapers will now have bias in their formats. With a biased format it is much harder to detect when some information is being exaggerated, downplayed, or ignored, especially in the case of box formatting because it is designed to be operate on an intuitive/unconscious level.

Finally, boxes are problematic because they circumscribe the need to think analytically. There is no denying that boxes are more convenient than having to read news stories all the way through. By the same token, most people would rather see *The Matrix* than an opera. In many ways, reading a collection of boxes or reading a story is the same question as watching the super bowl or going outside to play football - your brain is like a muscle, and being an intelligent, thinking person requires that you exercise your brain by questioning, analyzing, synthesizing and creating. By making the box the standard unit of informational exchange, we are facilitating a new age of intellectual laziness.

In the meantime, it is important to note that the newspapers don't have Machiavellian intentions. *The Barometer*, for instance, is merely trying to produce a more appealing paper, and other college papers around the country are merely reacting to popular demand. And while privately owned newspapers are purposefully facilitating the destruction of the English language, they aren't doing so for the sake of political power or control, and cultural decay certainly isn't their goal. They just want to make a profit. You can't blame an institution for adapting to a larger cultural trend, especially in such a competitive society.

Consumerism is anathema to thought.

C

by Darren Johnson

**"The Power of Persuasion"**

PERSUASION IS AN ART AS OLD AS TIME ITSELF. AS THE PRESIDENTIAL campaigns heat up, all Americans are reminded that we cannot escape the importance that persuasion plays in political decisions. Yet, whether we realize it or not, we are constantly reacting to and being influenced by the messages that are encountered daily. Advertising is an integral part of modern society that utilizes the latest technology and guides the decisions of billions of people. Closely following the development of new types of media, the advertising industry has emerged from the twentieth century as a highly competitive and dynamic aspect of the economic world. Innovation is the name of the game, and creative new ideas are in high demand. What would television, sports events, magazines, newspapers, clothing, and even the latest basketball shoes be like without the constant element of advertising?

It is worth the effort to observe the current advances in advertising and gain an understanding of the basic techniques used by the advertising industry in order to be an informed consumer.

**"Tools of the trade, how advertising persuades"**

The philosophy behind persuasion seems to be primarily constant. To help acquire a better understanding of how advertising persuades consumers to purchase a product, I had a conversation with Dr. John Edwards of the Psychology Department. Dr. Edwards, who received his Ph.D. in Social Psychology from Ohio State University in 1995, introduced me to the two ways which people can be persuaded: "central route and peripheral route." These two techniques are quite different in their approach, and each is more effective in different types of media.

The arguments for purchasing a product are explicitly presented with the central route, and the potential consumer thinks through the arguments and makes a decision based on whether the arguments were convincing. On an intellectual level, the process of accepting or denying the expressed arguments does not have to occur immediately. In fact, if the ideas are mulled over for a greater length of time, a more pronounced impression will be made. The direct appeal to a logical evaluation of a commodity has its greatest impact when the consumer can readily perceive the benefits that would follow a purchase. However, because the development of a convincing argument cannot always be accomplished in a concise manner, the central route of persuasion is often propitiated by the second means of persuasion.

The peripheral route is designed for the consumer to make a decision based on "persuasive cues," something that directs a person to feel emotions associated with something positive. The point of this type of persuasion is the direct opposite of the central route and is designed to occur at a subconscious level. The advertiser does not want the consumer to think about the arguments, but the product is simply to be associated with a positive feeling or experience. It is no surprise that the majority of television and magazine advertisements enlist the peripheral route of persuasion. How many people turn on the television when they

really want to think? Do most magazines really stimulate intense concentration? According to Mark Barden, an advertising account planner in San Francisco, "In the new science of marketing, the goal is not simple cause and effect." The old reasoning has been replaced with a new idea of emotional associations that encourage consumers "to actively consume the message and create their own interpretation." Most examples of the peripheral route of persuasion are quite obvious, and the object or situation used for the association is tailored to a specific audience.

**How advertisers target an audience.**

By targeting a certain crowd, marketers can create a stronger association because people naturally identify themselves with certain scenes and positive feelings. The following example of audience-targeted advertising is found in an outdoor magazine. Let me describe the scene; horse and rider are captured in mid-stride as the lariat is frozen in a graceful arc above the mustang's head. The

landscape is typical of the western plateaus: granite ridges, sage, grass, and sun. The inviting image invokes a feeling of freedom that is symbolized by the lifestyle of a cowboy and the wide-open range that is his home. Most people, especially the suburban outdoor enthusiasts who make up the bulk of outdoor magazine subscribers, regard the cowboy icon as the ultimate escape from the daily grind of modern life. Once the stark beauty and drama of the scene has encouraged the innate sense of liberty, the shadowed words at the top of the page draw attention to the name of a tobacco brand. Even with a minimal time of exposure, the emotions conjured from the image create an association with the advertised product. Never mind that the purchase of a pack of cigarettes will not transform the consumer into a rustic cowboy, it is the association that is important, despite whether it is valid.

The pretty girls, sports heroes and relaxing scenes that adorn so many advertisements are all used to establish a connection between the positive feelings (e.g., freedom and happiness) and the shown products. Accordingly, each example has a greater effect on different groups of people. It is not surprising that most of the advertisements in the previously mentioned magazine involve nature and outdoor activities regardless of what type of product is shown. Marketers boost sales by showing the audience what they want to see and making associations that will sway those people effectively. In media that has a more diverse audience, stratified groups cannot

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## The day I became a fan

ONE DAY, WHEN I WAS SIXTEEN, I WAS SITTING IN a coffee shop and I heard some people behind me talking about a book they had just read by Ayn Rand called, "The Fountainhead." At the time, I had no idea who she was or what the book was about — but after hearing them talk about the book for just five minutes, I knew I wanted to learn more.

"She really captures how the majority of people live in a sub-culture that is anti-intellectual, anti-achievement, and really just irrational in general," one of the men said, jokingly.

As they continued, I couldn't help but think that many of the things they discussed were similar to my own ideas. Of course, at this age I felt so deprived and undernourished since it seemed like no one else my age was willing to talk about it and since no one took the ideas of a teenager seriously. Neither my school nor my church at the time ever encouraged thinking outside of the box. So sure enough, the next day as I was browsing the book store I bought some books by Ayn Rand and started reading them the moment I got home. The more and more I read, I felt as though she was right about everything. I couldn't put them down.

Only as of a few years ago, after my years of taking Philosophy classes, did I start to see the whole story and realize that I had a lot to learn.

So did Ayn Rand.

## The beginning of her life story

Ayn Rand was born in Russia into well-to-do Jewish family. Her father, a small business owner, was passionate about discussing ideas and would often invite Ayn to come and listen in on the conversations.

She was said to have become blissfully excited when she got to talk about ideas. By the age of 10 she was so intrigued by Philosophy that she had begun to read the work of Plato and Aristotle. Later she wrote that, "the world of philosophy is a dual between the convictions two philosophers — and I shall side with the voice of reason and logic: Aristotle."

As she grew older, life for her family got worse. During the Revolution of 1917, Communism began to commandeer Russia, much to the dismay of the young philosopher. "The Communists condemn America for their money, the Italians for their style and the French for their reason. As a result Russia has no money, style or reason," she once said. After seeing movies and plays about life in America, she knew that she wanted to escape and start a new life in the United States.

Once she arrived in California, she miraculously met all the right people and was able to work her way up the ranks in Hollywood. She soon wrote her first performed play, "The Night of January 12th," and from then on was considered to be a rising star — reaffirming her belief that anyone in America could pull themselves above their socio-economic class

by their own bootstraps.

## What is Objectivism?

Ayn Rand saw philosophy as the most effective tool for control and domination. "The greatest wars on the planet have never been over land or money but rather for control over the information and ideas that go into men's minds." As such, she saw Objectivism as a philosophy for those wishing to be free.

"A writer," said Rand, "can only write well if they have an integrated philosophy that they advocate." Thus, Ayn Rand founded her own philosophy called Objectivism. "My philosophy, in essence, is the concept of man as a heroic being, with his own happiness as the moral purpose of his life, with productive achievement as his noblest activity, and reason as his only absolute."

As with any philosophy, it can't be thoroughly explained in a brief article, much less a quote. However, for marketing purposes Ayn Rand attempted to summarize Objectivism as best she could at a sales conference for Random House preceding the publishing of *Atlas*



*Shrugged*. Here is how she divided four branches of philosophy and summed up her stance in each with a concept:

1. Metaphysics: Objective Reality
2. Epistemology: Reason
3. Ethics: Self-Interest
4. Politics: Capitalism

She then continued that, "If you want this translated into simple language, it would read: 1. 'Nature, to be commanded, must be obeyed' or 'Wishing won't make it so.' 2. 'You can't eat your cake and have it, too.' 3. 'Man is an end in himself.' 4. 'Give me liberty or give me death.'"

She continued, "If you held these concepts with total consistency, as the base of your convictions, you

would have a full philosophical system to guide the course of your life. But to hold them with total consistency — to understand, to define, to prove and to apply them — requires volumes of thought. Which is why philosophy cannot be discussed while standing on one foot — nor while standing on two feet on both sides of every fence. This last is the predominant philosophical position today, particularly in the field of politics."

To go to even greater length, she said that her philosophy, Objectivism, held that:

"1. Reality exists as an objective absolute — facts are facts, independent of man's feelings, wishes, hopes or fears.

2. Reason (the faculty that identifies and integrates the material provided by man's senses) is man's only means of perceiving reality, his only source of knowledge, his only guide to action, and his basic means of survival.

3. Man — every man — is an end in himself, not the means to the ends of others. He must exist for his own sake, neither sacrificing himself to others nor sacrificing others to himself. The pursuit of his own rational self-interest and of his own happiness is the highest moral purpose of his life.

4. The ideal political-economic system is laissez-faire capitalism. It is a system where men deal with one another, not as victims and executioners, nor as masters and slaves, but as traders, by free, voluntary exchange to mutual benefit. It is a system where no man may obtain any values from others by resorting to physical force, and no man may initiate the use of physical force against others. The government acts only as a policeman that protects man's rights; it uses physical force only in retaliation and only against those who initiate its use, such as criminals or foreign invaders. In a system of full capitalism, there should be (but, historically, has not yet been) a complete separation of state and economics, in the same way and for the same reasons as the separation of state and church."

At first, it was hard for me to argue with any of this because, of course, I didn't know anything about Philosophy against which to critique. But as I learned more I could begin to see the flaws.

## The things that made Ayn Rand unpopular

Ayn Rand once wrote that a female could never be President of the United States. She wrote, "it is simply psychologically impossible for a woman to be able to handle the stress that would go with the job."

She once wrote that, "The fundamental goal of the environmentalists is the demolition of

technological/industrial civilization and the creation of a subhuman world where 'nature' is worshipped like the totem of some primitive religion." Therefore, environmentalism she described to be an anti-industrial revolution, led by those with a low sense of self-worth and self-esteem, that also had the objective to tear down an industrial state due their insecurity and sense of envy.

She also once noted that the controversy over the true character and intentions of Columbus was really an attack on Western Civilization. "Western Civilization," she said, "stands for man at his best. It stands for the values that make human life possible: reason, science, self-reliance, individualism, ambition, and productive achievement."

Ayn Rand is also said to have had a mild form of a bi-polar disorder which led to mood swings and manic depressive episodes in her life. Others have said that after her books began selling millions and she began to see how popular she was, that she started what was called, "The Collective," a cult of Objectivists (among them the now famous Federal Reserve Chairman Alan Greenspan) whom she would exclude from the group if they questioned her philosophy.

Behind the scenes were also affairs and dirty love triangles that never really were talked about until her death in 1982.

Academics rarely took her seriously not only for the reason that she got a lot of facts wrong. For instance, she is notorious for claiming that the notorious German philosopher Immanuel Kant was a "destroyer of reason," and therefore an enemy of humanity. The notion, is of course, preposterous, and one gets the sense that she never really read the works of Kant. She also claimed to be an original when in fact, some of her fundamental ideas can be traced back to philosophers such as Nietzsche and Sartre - thus leading many academics to think that she was a charlatan.

### There are still people that love her

The numbers of people who are reading Ayn Rand are rising again. It has led to national postal stamps in her honor, new publishings of her books and the movie production based off her book, *Atlas Shrugged*.

There is a drive within many of us to be able to live with ourselves and with the world of which we are a part. Objectivism did this by relentlessly defending everything about America. And pride in your citizenship is a feeling so many people strive to achieve - especially after hearing about what is wrong all the time, on the news and in class.

And her claims are tempting to an inquiring mind. She claimed to have developed an integrated philosophical system that is free of contradictions. Such a claim is hard to walk away from without looking into. We would all like to be free of hypocrisy.

Also, Ayn Rand once said that her books gave readers, "a sense of faith, courage and moral uplift - like the Bible." Her stories will glorify those "men of the mind" who detest mediocrity and weakness. It's compelling to listen to someone claim that if you follow their philosophy, you could reach the heights of those leaders in our world that are innovative, creative, original, self-reliant, and bold.

So, to this day, I still value Ayn Rand for what she was trying to accomplish. In a world of specialization where there are so few interdisciplinary efforts, the dreams of more convergence and integration are truly inspirational. And it reminds us that in the future there will be philosophies that will integrate economics, psychology, history, art, and the other liberal arts to create a more rational worldview. It will be a worldview that is freer of contradictions than what we have in our political parties or many religious sects today, for instance.

Rand did also have some interesting points that you're not likely to hear in most Liberal Arts classes. For instance, in a class discussion about capitalism, socialism and communism, often capitalism is summed up as, "a system where capitalists own the means of production and exploit workers in creating wealth for their own benefit." While in practice this seems true, Rand was notorious for pointing out that in theory this wasn't what Adam Smith had envisioned for capitalism. Capitalism, for Rand, was about people taking control to create what they need instead of being dependent upon government handouts - a way of life she detested in Russia. She was also notorious for pointing out that wealth doesn't only come from labor -- it comes from the architects, the engineers and the knowledge workers that make work for others possible.

Coming from an Objectivist tradition, I've often felt that I'm getting a more holistic education since I've heard the other side of "liberal arguments" ideas which are usually emphasized in class.



For more information about Ayn Rand and her work, visit the Ayn Rand Institute at [www.ayr.org](http://www.ayr.org). Ayn Rand is also easily accessible through a web search.

## student quotes about Rand

*"Rand's achievements are an inspirational testimony to humanity's ability to accomplish.*

*After reading and examining Ayn Rand's novels, interviews, and critiques, it became apparent to me that Rand's "heroic being" is an unrealistic goal for all of mankind because of the vastness between the ideal man and human reality; Rand hypocritically asked others to live up to an ideal while events in her life show that Rand fell short of her own values.*

*Humans are not like Rand's characters; her ideal being ignores his emotions, represses pain, doesn't have the ability to consider others, is not influenced by others and productive achievement is his sole purpose.*

*The characters are either enormously flawed or flawless; Rand is not worshiping a man because the ideal man is not even a man, but rather a god. No one outside of fiction is able to be exactly like the ideal man, including Rand."*

- **ROBIN McDANIEL**, a junior in Business Administration

*"I have read a number of Ayn Rand's books and find her philosophy intriguing. Although I do not agree with Objectivism in its pure form, I do agree with certain aspects of it. I don't believe that an individual alone can accomplish everything, but I also think that everyone has to have a sense of individuality. In "Anthem," she shows a society that has absolutely taken the words "I, me, and mine" out of the language and the world is run in such a way that the people that run things try to prevent individual greatness at all costs. The main character breaks free from this world, discovers the word "I," power of the individual and lives happily ever after to make a long story short.*

*But I don't believe that society will ever allow itself to become that extreme. I also believe that people have to have interaction with society in order to be truly happy. In the end of "Atlas Shrugged," a society of intellectuals is created and they live in a utopia of sorts, and though they are living as individuals, they are all a part of society. Granted, it's their own society which they create - but a society nonetheless."*

*When I was reading Atlas Shrugged I remember people coming up to me and saying, "Great book! I've read it a few times and every time it has a different meaning for me." So I think that's a sign of a great piece of literature. Whenever I finish one of her books, it seems that I have some sort of motivation to go out and achieve great things. I think that she was a great writer and I enjoy discussing her philosophy with others, though I haven't really had much of a chance lately."*

- **SARAH COOK**, sophomore in Bio-Engineering

child. Chittister portrayed a feminist consciousness that flowed into her understanding of God as not male, but as transcending all our constructs. Thus, she asserted, male ways of imaging God were inevitably inadequate, as God is much more than that. Chittister exuded a forthright charm and spoke with a disarmingly piercing honesty.

Yet, I found myself with mixed feelings about Chittister. Though very much engaged in her lecture, seeing someone as radical as her and still Catholic (and a nun) raised ambivalence about my own Catholicism within me. "How could she be Catholic, and make these claims," I asked myself. I was unsure about her, and tried not to take her feminism personally, even as I agreed with it, intellectually. She connected strongly with the audience, and they responded very enthusiastically to her. I was unsure about this for some reason as it was happening – had a pep rally feel that I did not like in the way people were reacting, clapping and yelling. When she was through, the applause kept going and going, the strongest chord struck in the audience on Friday. I wondered about the enthusiasm people held for her and saw it as being analogous to the enthusiasm I felt during Borg's lecture earlier in the day.

The funny thing about Chittister was that at some point I was won over in a powerful way. Despite all of my ambivalence about Chittister's Catholicism, Catholicism in general, my own Catholicism, feminism, and the pep rally enthusiasm in the crowd I could see where she was coming from when she made her points. Something clicked, and there was just something about her and the honesty and the spirit in which she spoke that just reconnected me on deep emotional, intellectual, spiritual and psychological levels. There was an authenticity about her, a realness that was amazing. When Joan Chittister was done speaking, and subsequently finished with her Q and A, I wanted her to keep going. I wanted the discussion to continue and for her to keep responding to questions. I was taken out of myself.

Karen Armstrong is a scholar and perhaps best known for her book, "A History of God." Of all the speakers, she and Joan Chittister were the most personal about themselves. Chittister took me out of the box, out of the comfort zone of my

preconceptions and my models/configurations of reality – as did the conference as a whole. It both affirmed what I feel deep down to be true, as well as stretched me beyond myself, into the great Mystery, the Mystery of God, and the Mystery of Myself. If Chittister took me out of the box, Armstrong exploded me completely out. When Karen Armstrong was done, she had impacted my mind and heart so powerfully I could not say anything at all.

Armstrong's honesty was unsurpassed by the group – she even went beyond Chittister. Armstrong told of being a nun for seven years and just not getting it – she told of how even today she still cannot pray. How she left the convent and underwent a trying period of turmoil and darkness that involved being suicidal and anorexic over a six year period. Armstrong spoke of how she felt she had glimpsed God in her study of the scriptures of the great religious traditions of Islam, Judaism, and Christianity. How she felt she was finding God in her work, and wished she had a religious community to be a part of, even as she knew that she was not persuaded by one or was even desiring a part in a religious community. Armstrong added that she valued and respected the communal aspect of religious traditions nonetheless. She spoke of observing a spiritual hunger in people – of Europeans who just do not find traditional Christianity compelling, yet participate in activities in order to ease that hunger by finding reward elsewhere. Armstrong talked of Princess Diana, and echoed a powerful theme of others at the conference – that knowing God seemed to involve knowing the self at the deepest level.

I am not sure why the words of Karen Armstrong resonated so strongly and intensely with me. Maybe the reason was that she hit directly home on areas of my own questioning and ambivalence and experience; subsequently, I was able to connect my own story through the sharing of her own deeply powerful tale. Armstrong's adjustment to leaving the convent and resulting sense of alienation in being without her former community spoke to me of my own sense of loss in leaving the Marine Corps after 6 heavy years, having met and worked with extraordinary people under incredible circumstances. And maybe Armstrong's open disclosure of being suicidal and anorexic opened me up to the world shattering pain and emotional fracture

I experienced in the darkness following my divorce.

A friend of mine, who has no interest in religion, heard me describe this conference and looked at me seriously and said, "It sounds like it was a miracle." And, in a way, I think he is right. These people and scholars stood up there and honestly told it like they saw it, a couple more academically, a couple more personally. You could tell they were for real. They all affirmed that one has to be who they are and where they are. The Catholic nun Chittister and the Islamic Nasr affirmed that sometimes doubt is the beginning of faith, of belief, and that one must find their own path – the nun saying even if that path is outside of Catholicism, and the Muslim advancing a similar line. The Islamic Nasr who told the panel that he felt picking and choosing among one's holy scriptures was "spiritual suicide." He indicated that he felt he had found the light of God's truth in Christianity and Judaism. He said this while speaking of Hinduism and Buddhism, sounding very learned in these matters yet at the same time remaining uncompromising in his insistence that one should find a religious tradition and situate themselves within it. Borg stated quite clearly that there were areas in the Bible that he felt should not be accepted and commented on the culturally conditioned quality of all religious traditions. Kushner told a metaphor of a mountain encompassing many paths to the same destination, albeit through various climates and of various trajectories. Thus, it was not some "warm fuzzy we all think exactly the same" type of group. A Catholic nun who was very much a Catholic nun and a Muslim deeply invested in Islam who stated he felt the Qur'an came straight from God and a Jewish Rabbi and Karen Armstrong, who found herself in no tradition at all and could not even pray. They all validated the authenticity and reality of God in incredible and powerful ways. The theme that manifested itself in several of the speakers: that really knowing God experientially involves a loss of the ego in order to find the self at the deepest level.

I will not be the same after this event. I was touched somehow. *God at 2000* exceeded my wildest expectations. It was incredible – wonderful – moving – BEYOND.



## ADVERTISING

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be identified and spoken to as easily. In these instances, basic human curiosity is often relied upon when audience-specific associations and arguments cannot be conveyed.

### INNOVATIVE TWISTS ON THE STANDARD APPROACH.

Original ideas draw attention, so companies are constantly searching for innovative means of modifying the basic peripheral route of persuasion. The time-tested efficiency of association is often the foundation from which successful promotional strategies are created.

In fact, many advertisements use a combination of techniques to command the attention of a diverse audience. In the course of many car commercials, the attributes of the vehicle, such as the horsepower, interior space, low price and "sporty look," might be accented by a scene of beautiful girl in the front seat. Enticing both the practical and emotional side of a prospective consumer is accomplished by arousing interest through facts and making associations between the merchandise and a desirable image. Other advertisements use the very nature of persuasion to encourage the sales of a product. For example, Sprite's "image is nothing, thirst is everything" advertising campaign mocks the attempt of other beverage companies to use association to boost consumption. Ironically, while these advertisements point out that associations are employed to create an image for a certain commodity, they also use the same peripheral route strategy by drawing on emotions rather than presenting the benefits of drinking their beverage. Creative messages and unique ideas are very effective in stimulating consumer response; however, advanced technology has revealed fresh opportunities with the birth of a dynamic alternative to the standard media of radio, television, and print.

### "THE PROGRESSION OF ON-LINE ADVERTISING, A NEW FACE OF PERSUASION"

The Internet is obviously the most recent addition to the commercial market. It is regarded as the new frontier for connecting products with consumers. So far, the Internet has been utilized mainly to

promote e-commerce and Web-based companies. Advertising giants like Pepsi, Coke, and Burger King have been very cautious in their approach toward on-line marketing. Nike is just beginning to get its feet wet in the Internet surf, and is currently experimenting with a multiple faceted approach by integrating television advertising with Nike's Web site. The effectiveness of composite television and Internet advertisements is yet to be known, but this could be the first step toward challenging the traditional Web-based domain of computer goods, book sales, and other e-commerce products. According to Strategis Internet consultant Jeff Moore, "Internet advertising is still in its infancy." Experts like Mr. Moore believe that the lack of advertising for food brands and other highly marketed products "will change dramatically as high-speed access gains ground and the ability to target consumers becomes more refined." In fact, from 1997 to 1998, revenue from advertising on the Web doubled to an estimated two billion dollars. Such an open and lucrative market opportunity will not remain unexplored for very long and should play a very influential role in the future of persuasion.

### "HOW DOES THIS AFFECT YOU?"

No matter what convention or type of media is used for advertising, the methods that are used to persuade the public are intrinsic and well founded. Surely, as we move into the new century, the untapped potential of the Internet will be utilized by an increasingly diverse number of companies. The important role that advertising plays in modern business and society cannot be ignored. New resources mean new territory for marketing, and the competitive advertising world will be looking for new ideas and spins on the age-old art of persuasion. It is useful to keep in mind the techniques that advertisements employ. Whether it is by the peripheral route or by the central route, the purpose of advertising is to motivate the audience to purchase goods. Next time you turn on the television or pick up a magazine, try identifying the types of advertisements you observe. You just might be surprised at the associations that are being suggested; however, you probably will be influenced to some degree by what you see and hear. After all, advertising would not be a multibillion-dollar industry if it was not effective.

## ANARCHY

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"I think [there is] always a healthier way to change society than the more domesticated avenues for change that institutions create for us," Kirkpatrick said. He said those avenues demand compromise to the point of cooperation.

While Kirkpatrick was quick to point out that he has never advocated violence against individuals on behalf of the cause, only against property, he said some in the movement feel differently and it could come to that one day. He also said he favored continued attempts to shape media coverage, despite disappointing results so far.

Another member of the four-member OSU entourage, Southern Oregon resident Mike Alvarez, agreed on the need to continue fighting in the streets, but disagreed on the need to keep seeking favor with the media.

A former journalism student himself back in Ohio, Alvarez said experience shows him the media will broadcast and publish whatever fits the line of its corporate overseers. He said that he sees no point in having any contact with the media, as they will inevitably distort messages with which they don't agree.

Kirkpatrick countered by saying the anarchists should try to get the best shake they can. He said even a distorted message is better than no message at all, and has proven a useful recruiting tool in his experience.

### Suggested Readings on Advertising

*Influence: The Psychology of Persuasion*, by Robert Cialdini

*Ogilvy on Advertising*, by David Ogilvy

*The Art of Writing Advertising*,  
by Dennis Higgins

### Web Sites

Adbusters – [www.adbusters.org](http://www.adbusters.org)

Advertising Age – [www.adage.com](http://www.adage.com)

## entertainment: poker tips from the people's champ

by Jeff Morgan

SO YOU HAVE FOUND YOURSELF ON A SPRING BREAK TRIP TO Vegas, and you are looking for something to do. You have already seen the shows, cruised the strip, gone shopping, perused "the corner" of Las Vegas Blvd and now you are ready to gamble. The problem is, gambling can cost money. And you are a college student which means money is tight.

Vegas offers many fun ways to lose your money. The slot machines gobble your money like unrepentant gluttons, the crowds at the craps tables lull you into playing more, and everyone knows you cannot beat the sports book in the long run. There is only one room in the casino where you can stand a chance: the Poker Room. Texas Hold 'em is one of the only games dependent on skill that you'll find in the casinos, which is why it is rarely offered in the casinos. This is also an even-sum game for the casinos: it barely pays for itself, since the players play against each other, not the house. Many new casinos, such as Paris or Rio, lack even a single poker table, using the space for the more profitable video poker and slot machines.

Hold 'em is a very simple game. Every player receives two cards down (the holding), which he will combine with five common cards (the widow) to form the best possible five-card hand. There is a total of four betting rounds: one after the hands are dealt, one after the three-common card flop, one after the fourth common card (the turn), and one after the fifth common card (the river). The consequences of having five common cards is twofold: you get a great insight into the potential hands of the other players, and the probable winning hands are usually very close (because they are dependent on the same cards), which results in plenty of betting.

There are three keys which will allow you win Hold 'em wherever you play: patience, respect, and concentration. Patience will allow you to wait for the winners. There are exactly 1,326 possible two-card combinations that you can be dealt down, and only 14% of these will offer a winning percentage of greater than 35% (once you see all the cards). By waiting for these "premium" hands, and folding when you do not receive them, you can immediately plug the biggest hole in a beginner's game. Respect for yourself and the other players at the table can be crucial. You need to look at potential hands, in light of who is holding them. Better players demand greater respect than poor players, even when the widow is showing the same cards. Also, respecting yourself and your game gives you the confidence you need to play with anybody at the table. Concentration in poker is the same as it is in school. You would never take a test without proper rest or while intoxicated, nor should you play poker under those conditions. When you take a test you do not drift off between questions to watch television or look at that hottie in your class, nor should you do the same between poker hands.

With these three rules established, here are ten tips to help

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Hey Baby ... =) What's your  
screen name?

by Katie Carman

THE GROWING POPULARITY OF ON-LINE DATING IS EVIDENT most everywhere. It's in magazines, newspapers, and has recently crossed over into movies. Seen the new Blockbuster "You've Got Mail?" All that exposure, before a person even goes on-line.

If you're considering entering world of cyber dating, expect to be bombarded with options. You can go to [www.flirt.com](http://www.flirt.com), [www.americansingles.com](http://www.americansingles.com), or [www.dating.com](http://www.dating.com). If you want to [www.swoon.com](http://www.swoon.com), you're welcome to their personals, anonymous E-mail, and live chat for free. But, if you're looking to find your [www.one-and-only.com](http://www.one-and-only.com), be prepared to fork over \$80 a year in search of true love. If your type is tall, dark and foreign, there's [www.russiansinglesonline.com](http://www.russiansinglesonline.com), but only if your a female. Apparently, they're all stocked up on guys. Searching for a Persian single? Look no farther than [www.ghesmat.com](http://www.ghesmat.com). But, you'd better make sure you know the difference between *Must-O-Khiar*, *Ghorme Sabzi*, and *Polo Albaloo*. New members are required to pick their favorite of the three foods when registering.

To many, the arena of Internet dating just as complicated and confusing as regular dating. So, why would people go to all this trouble to talk with stranger instead of meeting someone face-to face? I spoke with Nancy Rosenberger, an anthropology professor here at OSU to get her opinion on this movement. "I think there's a double trend in our society," said Rosenberger, "There's this moving toward more individualism and also this hunger for relationships. [Internet dating] seems to satisfy both. It emphasized the individual and cuts you off from any of the societal ties you may have."

One student I spoke with said he chatted with people on-line because it was simpler, "People play so many game, judge each other. On-line, you can just relax, sit back and have a conversation. There's nothing to worry about."

When two people meet, what do they usually do? They look at each other. It's nearly impossible not to. Could you imagine shaking someone's hand with your eyes closed? So, whether we want to or not, we immediately begin to make judgments of the person we're talking to based on his or her appearance. Rosenberger went on to say, "I think [internet dating] has to do with the competitiveness and ideal perfection we have in our society. But who can live up? So, it's not surprising that we go to a medium that's free of that." In a way, the world of Internet dating sounds as if it can be a cozy little place, where all is safe and no one is judged. This may be, but consider Jill's\* story. Jill, a freshman at OSU has been chatting over AOL since high school. Jill told me, "When I started using AOL, I wasn't looking for a boyfriend, I was just looking for friends to talk to... It was usually guys, though."

Jill met and became friends with various other AOL chatters, while also using the medium to keep up with friends she hadn't met on-line. For a while, most of them turned out to just

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# Web Love

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be friends. Then, one day Jill did a "random chat partner" search. She found someone about her age that she thought looked interesting. His name was Alex\* and his "profile" said he was a college football player in California. She initiated a chat.

"We totally hit it off from the beginning. Since I knew he was a football player, I asked him what team he played for. He told me he played for Stanford. Over the next month or so, we continued to talk on-line and on the phone for hours every day. My phone bill was near \$1,000 by the time we were done. One phone call that I recall was over 6 hours long. It was a fast paced relationship and I found myself falling in love with him more every time we talked. He even wrote me a love letter later on. In the letter he told me that he thought we were getting along really well and that he thought he was falling in love with me. At that time, he even admitted that he didn't really play for Stanford, but a community college six miles from there. He said he'd fibbed to me that first time we talked thinking he probably wouldn't ever talk to me again and it didn't really matter. I completely believed every word he was saying."

Jill and Alex's relationship continued to progress happily for another month or so. Then Jill met the best friend of her long-distance love (who also went to OSU). Later that week, the couple broke up. Alex told Jill that they needed to separate because he was about to transfer and didn't want his relationship with her to affect this life-decision. The two continued to chat on-line occasionally, but Jill took the breakup hard, "My heart was completely broken," said Jill, "but I thought that once he decided where he was going, we would be able to get back together. That dream was completely shattered when I learned the real reason he broke up with me was because his best friend did not think I was 'trophy' enough for him. He actually called me one night to tell me this. I remember sitting in the hall at 2 a.m. listening to the man I thought loved me say completely horrible things. He even said that he had been with other girls while we were together."

This bitter end to the breakup was almost more than Jill could handle. She said, "It was a really hard few months after that to finish the term. I used other guys and

parties to keep my mind off of things and slipped into a heavy depression. I was out of control and I didn't care. Over the next few months, I found myself in multiple situations that weren't healthy and that were dangerous in an attempt to get over him. But it didn't work."

When I asked Jill if that was the end of her Internet dating, she said, "I didn't let my bad experience with Alex stop me, because it's just like having a bad experience with anything. Someone you met at a party could break your heart. Does that mean that you won't ever go to a party again?"

Soon, Jill began casually talking on-line to another guy. According to Jill, "It was very sporadic at first, but we began to talk on more of a regular basis. We took it really slow, and he actually helped me get over the heartache of Alex. I could talk to him so easily, and we got along great. We began to talk on the phone, and that was fine, too. Towards the end of fall term, we talked about the possibility of meeting in person. After a basketball game after finals week, I met him. We had an amazing night just driving around Corvallis looking at Christmas lights. It was so romantic I didn't want the night to end. I felt so comfortable with him that I could tell him anything, and he could do the same. It was like we had known each other for our whole lives. In a few days, it will be our three-month anniversary. The magic of that first night still hasn't died."

From what I've learned in writing this article, Internet dating is a place of freedom and possibility. When you go on-line to talk to people, it's all up to you. You can represent yourself however you choose and will not be judged based on what others see of you. But, at the same time, you must also keep in mind that anyone you talk with shares that same liberty. You really know nothing about whoever's on the other end of that conversation. And, regardless of how sweet, charming, and wonderful he or she seems to be, nothing is for sure. As Rosenberger put it, "If we're all going to be completely individualistic without all of these ties that people judge you by, then you've really got to deal with what is innately human. What do you think humans are? Are they basically good, or are they ready to deceive?"

\*Actual names have been changed.

"Click" into Love on these web sites ... =)

Cupid's Network -- world's largest network of romantic eligibles: [www.cupidnet.com](http://www.cupidnet.com)

American Singles -- largest nonprofit dating service: [www.as.org](http://www.as.org)

Match.com -- a large matchmaking site: [www.match.com](http://www.match.com)

Parents Without Partners -- a web site for single parents: [www.pwp.org](http://www.pwp.org)

On-Line Romance Channel -- a site for those that like to flirt: [www.flirt.com](http://www.flirt.com)



## Taking steps to solve the problem

Some students could save a great deal of money and get the same out of their education if they just learned at home and watched educational videos or got a degree over the Web. The tradeoff is that you don't meet anyone that is in your major and you don't have the opportunity to ask questions.

Nevertheless, this is how it is sometimes in several of my Psychology classes (and how it was in many of my Bacc Core classes).

Granted, the Psychology Department constantly undergoes funding hardships. In our research labs we use computers that are over ten years old. They don't prepare us for the real world. And the class sizes are large. In some junior level classes the numbers can reach as high as 100 and in some senior level classes the numbers can reach as high as 50. This makes it difficult for students to develop relationships with their professors and ask questions.

We're also all usually stuck taking those multiple-choice tests, sometimes even as seniors, since professors (all of whom are extremely talented and dedicated by professional standards) are too overworked to grade essays.

Despite these obstacles, it doesn't cost anything to foster an environment of enthusiasm and encourage a sense of community to develop. It just takes a little heart and leadership.

So last term a group of students and I started a Psychology Society.

Its primary objective was to get Psychology students talking among themselves about their interests in the field of Psychology, since this ideal community is really an important aspect of the college experience. We also wanted to organize a forum that invited speakers and professors to visit, thus allowing more of a dialogue between the real world and what is being taught in the classroom.

We also have other projects on which we're currently working. One of our members is putting up a Web page with forums so that students can communicate with other PSY students over the Web and

## THE OREGONIAN OUTLINED A SAMPLING OF THE CHALLENGES FACING OSU AND OTHER STATE UNIVERSITIES IN OREGON:

There's a "brain drain" of high school seniors, who leave Oregon for college at a rate higher than the national average. For example, 3 of 21 Oregon winners of the National Merit Corp.'s director scholarships last year attended a state school. And 80 percent of those who leave week a college with a stronger academic reputation than their home state offers.

The universities also graduate fewer winners of big national scholarships — Rhodes, Marshall, Goldwater, Truman, Mellon — than many comparable schools. The prestigious awards are indicators of excellence because some of the nation's most promising college students win them.

The "brain drain" also exacts a toll of top faculty, many of whom leave the state for more pay and resources. The universities say closing the salary gap is a priority.

The state ranks low in per-capita spending on higher education, which means less money for the universities and higher tuition. The campuses also fall below many of their national peers in fund raising and federal grants — which help to finance scholarships, faculty, buildings and research.

Oregon has very few Ph.D. programs that rate among the best nationally. And research financing lags behind peers as well.

The universities lack strong ties to business — illustrated by their low levels of licensing royalties and industry supported research.

National college rankings, most notably U.S. News & World Report, rate most undergraduate and research university programs no better than second-rate.

## POWER QUOTES

*"Oregon is a national laughingstock in the higher education community because of... what it's doing to its higher education system."*

- Judith Ramaley, Former PSU president who left for the University of Vermont in 1997.

*"In interviews with arts leaders around [Portland], many say they would welcome stronger connections, such as intern programs, with the universities."*

- Romel Hernandez, writer for *The Oregonian*

*"There isn't the intellectual intensity in Oregon that a strong university could bring."*

- Christopher Zinn, executive director of the Oregon Council for the Humanities.

*"The state's high-tech economy is flourishing, but the universities aren't powerful enough to keep up."*

- James Johnson, Intel's Oregon manager

get information about graduate programs for Psychology majors. Another student is working with our advisor to finally establish a chapter of Psi Chi, an honorary society for Psychology majors. (We are still the only Psychology department in Oregon that still doesn't have a chapter). A few weeks ago, we sent around members to talk to Psychology classes to recruit membership and to get e-mail addresses to send our e-mail newsletter. Still others that are working to raise money to start a library for PSY students in an old classroom where they can go and study and do research, as well as meet with other PSY majors and ask questions.

Other departments in the Liberal Arts have similar groups, but not all of them are active or have strong leadership. I've been to quite a few out of curiosity and I've noticed that many of them don't conduct similar outreach programs. They are a secluded group of people that either seldom meet or only meet, on an occasional basis.

This is entirely different than the Science and Engineering Clubs and organizations on campus, which are more professional and usually have ample funding to host a wide variety of services.

No one ever wants alienation. They only accept it as "the way of things." Thus if students and professors took first steps in establishing a greater sense of community within each Liberal Arts department, I guarantee that we would start to see changes for the better: Students would get more excited about learning and professors would get more excited about teaching.

## Is there a simple solution?

There is no simple solution.

So let's at least be honest about the challenges facing us.

We need to encourage people to start talking, writing and expressing what they think and feel about their Higher Education experience in a public atmosphere and on a frequent basis. Then, if we all listen to this dialogue and act on what makes sense, things will start to get better. We can then stop pretending that *The Oregonian*, a very respectable newspaper, just "messed up."

Do we have the integrity to do this? If not, then OSU will indeed become mediocre.

C

## entertainment: poker tips from the people's champ

Continued from Page 32

you prepare for poker in Vegas:

#10. The speed of the game is faster than you have played anywhere. When I first sat in a game in Vegas, I could not believe how fast the game was. There is no bathroom breaks, you do not wait while cousin Jethro fumbles the cards, and there are no long pauses for decision making. To prepare for the game speed, you should play your home games, with every player holding a fresh, shuffled deck, so they can deal as soon as the previous hand is finished.

#9. Disassociate yourself with the money. It takes about \$100 to sit down comfortably at a \$2-6 game. This means you can bet any whole dollar amount between \$2 and \$6 on any particular hand, and it is probably the highest stakes game any college-age person should be playing. You want to play with your chips as if they were "value units," regardless of the value. Play your chips as your cards dictate that you should play them. When you start thinking about the Top Ramen and Saltines that you'll have to eat if you don't make this hand, then you need to stop playing.

#8. Do not drink. Enough said.

#7. Scout your game. Sulking in the smoky poker rooms of Vegas are the best players in the world, and if you sit at the wrong game, you might as well just hand the pros your money and go hang out with your friends. And despite what many beginners think, if you are sitting at a game with a bunch of 50 year-old guys that look like they did a cameo in *Goodfellas* or *Casino*, you are at the wrong game. Gold rings, sunglasses, and sweatsuits scream "AVOID THIS GAME." Spend your first night in Vegas looking at the sights and perusing all the poker rooms on the strip. Don't gamble. Look for games with very old men and women (over 65), drinkers, college-age kids, or businessmen/tourists (anyone with a flower shirt on is a pigeon!). My recommendation is for a "first-timer" game is the poker rooms at Excalibur, Flamingo Hilton, or Luxor. You want no part of the games going on at The Bellagio, The Orleans, or the Mirage -- those are real players.

#6. Do not let winning loosen you up.

Many players get a good run of cards and then immediately forgot the strategy they had when they sat down at the table. The last thing you want to do is win a hundred dollars over two hours, then drop it in twenty minutes because you start chasing "hopers" when you should be folding. This occurrence is quite common in low-limit games, and something all players need to be wary of.

#5. Prepare to play at least four hours in one sitting. Once you arrive at a table, you should spend the first hour folding almost every hand. Use this time to observe players and their betting patterns, get in the rhythm of the game, and just focus on poker. Generally, you should sit 4-6 hours at a table to maximize the efficiency of your play.

#4. Use common poker courtesy. The people who play poker in Vegas are not as easy on etiquette as your buddies in the dorms. Simple mistakes like betting or folding out of turn, mucking your cards, throwing your bet in the pot, or reaching for the pot before the dealer pushes it to you, will often be greeted with a very unpleasant verbal assault by one of the pros at the table. You may get a warning, and you may get asked to leave the table. Remember, people are not very forgiving when a silly mistake on your part costs them a \$200 pot.

#3. Know when to quit. Sometimes you are on a roll, and you know you can own the world. But even if you are on a super-run, and you get tired, you need to pack it up. Fatigue is your worst enemy in poker. It can dull your decision-making and negate any skill advantage you have. Once you start chasing slim chances, or just decide to "give up" and drop that last \$15 you have, STOP.

Going home with fifteen dollars is better than going home with no dollars.

#2. Play probabilities, not possibilities. Just one card gives you the nut hand, and only 9 of 46 unseen cards (less than a 20% probability) give you a potential winning hand (the nut heart flush). You are much better off not to chase possibilities, no matter how lucrative they are.

#1. Do your homework. Once you have played a lot of poker, and are acquainted with the basics, pick up a book. It will blow your mind! It can make you see things it would take you years to figure out on your own. One poker book can keep your mind occupied for months, since it will take you dozens of poker sessions to memorize and integrate the strategy suggestions. No matter how good a poker player you are at home, it is essential to read a book on poker before you play casino poker.



"Don't walk in front of me, I may not follow. Don't walk behind me, I may not lead.  
Walk beside me and be my friend." – Albert Camus

"People don't care how much you know until they know how much you care." –  
Unknown

Contributed by **BETH TILGNER**

"What lies behind us and what lies before us are tiny matters compared to what  
lies within us." — Morrow

"We can better appreciate the miracle of a sunrise if we have waited in darkness."  
— Anonymous

"The soul would have no rainbow if the eyes had no tears." —Minquass Indian

Contributed by **JENNY DRUCKENMILLER**

"No man who lives at all lives unto himself - he either helps or hinders all who are  
in any wise connected with him." -Frederick Douglass

Contributed by **DARREN JOHNSON**

"Life does not have to be perfect to be wonderful." – Annette Funicello

"The end never justifies the meanness." – Anonymous

Contributed by **MARCIE RICHEY**

"A procrastinator suffers from the hardening of the 'oughteries.'" – Anonymous

"With ordinary talent and extraordinary perseverance, all things are possible." –  
Thomas E. Buxton

"The wise judge by what they see, the foolish by what they hear." – Anonymous

Contributed by **JOEL FOSDICK**

"I am neither smart nor a genius. I am only passionately curious." – Albert Einstein

"Never Deny; Seldom Affirm; Always Distinguish." – Roger Kimball

"Nothing happens unless first a dream." – Carl Sandburg

Contributed by **ALEXANDER JOHNSON**



### THE BOSS

In *African Laughter*, a beautiful and wise account of four visits Doris Lessing made to Zimbabwe, Lessing says she saw this poster on a wall of a government office in Harare, Zimbabwe:

The Boss drives his men.  
The Leader inspires them.  
The Boss depends on authority.  
The Leader depends on goodwill.  
The Boss evokes fear.  
The Leader radiates love.  
The Boss says "I."  
The Leader says "We."  
The Boss shows who is wrong.  
The Leader shows what is wrong.  
The Boss knows how it is done.  
The Leader knows how to do it.  
The Boss demands respect.  
The Leader commands respect.  
**So be a leader,  
Not a boss.**

Today, Zimbabwe is run by bosses, not leaders. Echoing the Biblical parable, Doris Lessing concludes that its president, Robert Mugabe, is a good man fallen among thieves.

*African Laughter*, by Doris Lessing  
(Harper Collins)

## THE HEART NEVER FORGETS

I'll never forget that day when our eyes first met,  
The way she smiled and laughed, as if with no regrets.  
Although I found her exciting, beautiful and smart,  
It was more than obvious that we were two worlds apart.  
As we spent time together it became easier to see,  
That this girl would ultimately mean something special to me.  
Each moment without her seemed to make me feel sad,  
But it taught me to cherish the time with her that I had.  
I am reminded that my love for her runs very deep,  
As the simple thought of her blinds me at night while I try to sleep.

Something special about this girl inspires me to be with her,  
A feeling that makes me linger near her a little bit longer.  
Every single moment with her was time well spent,

And I hope she realizes that every word I said was something I meant.  
She found a way to do what no other girl had been able to do,  
She opened my heart and made me feel loved, something I never knew.  
It seems impossible to explain how much I care,  
But I want her to know that whatever happens, I'll always be there.  
She changed my life in so many different ways,  
And gave me renewed strength and hope for each new day.  
Whatever life may change, our friendship remains,  
Together we will work through difficulty, agony and pain.  
Nothing will ever take away from me what we once shared,  
And nothing will ever allow me to show her how much I cared.  
Even now, she continues to have a special place in my heart,  
And our time together reminds me of how much fun we had from the start.  
The very thought of her still takes my breath away,  
And I know that she will be in my thoughts with each passing day.

**BRIAN WILKINSON**



### TO LIVE

To think  
through the mad rhythm of the heart.

To rise  
without knowing where to start.

To bear  
the silence where it comes.

To hush  
darkness when it hums.

To turn  
from tempting lures.

To lose  
love once yours.

To join  
the race.

To keep  
the pace.

To  
live.

**KATIE CARMAN**



### MY POETRY

What has happened to my poetry?  
My thoughts with wings  
Have fallen

I plod along  
First one foot then another  
No time to write  
No time to dream

I regurgitate the "facts" that I am given  
And slowly let go of myself

**BETH TILGNER**

**THE INNOCENCE OF  
DREAMING**

quiet eyes  
finally rest

soft  
rise and fall  
of chest

quick rhythm  
from within

then, Love breathes again

**KATIE CARMAN**

**DANCING**

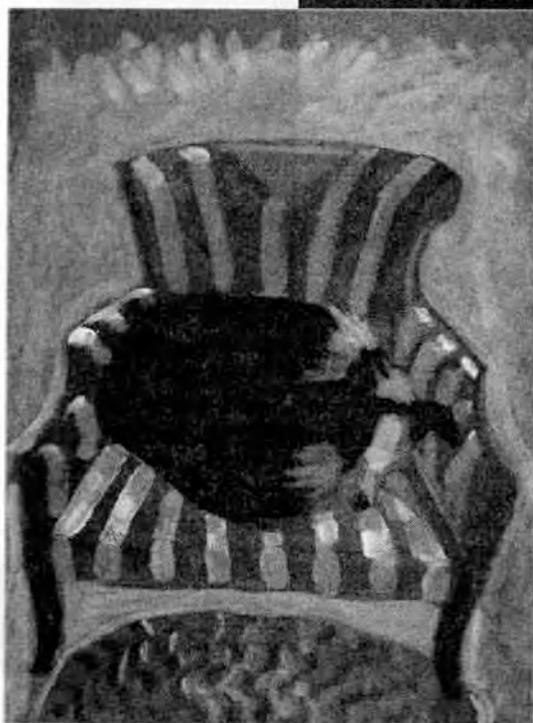
The two step music  
sounds like tin from cheap speakers  
Stumbling across the dance floor  
Desperately searching out the beat  
Our lips mumble a chant  
Of "Slow, Slow, quick-quick"

The instructor's look expresses amuse-  
ment  
And she tries to hide her laughter  
In a cough

Toes aching  
Yet our feet insist on  
Suffocating one another  
As we trip about like circus clowns

An attempt at a graceful turn  
Ends as a clumsy bump  
That sends another couple reeling  
And we cling to each other  
To keep from falling down  
While below us  
Our shoes make love

**BETH TILGNER**



# last words

BY LES RISSER

"I have always imagined that Paradise will be a kind of library."

— Jorge Luis Borges (Argentinian author, 1899-1986)

*"Life is an unfoldment, and the further we travel, the more we can comprehend."*

THIS QUOTATION FROM HYPATIA, THE GREEK-EGYPTIAN philosopher, mathematician, and teacher (ca. 400 A.D.), epitomizes a wonderful project first envisioned by Dr. Melvin George, retired University Librarian. In the fall of 1996, I was invited to chair The Valley Library Courtyard Quotations committee, in conjunction with the library's \$47 million expansion and renovation project.

As the project unfolded, our committee grew to include the following library aficionados: Karyle Butcher, University Librarian; Cliff Dalton, Director of Development for Libraries and Information Services (now retired); Wilbert Gamble, Professor of Biochemistry and Biophysics; Linc Kesler, Associate Professor of English; Michael Kinch, Reference Librarian (now retired); Katheleen Moore, Chair of the Department of Philosophy; and William Robbins, former Associate Dean of the College of Liberal Arts, and Distinguished Professor of History.

The charge to this well-read and well-qualified committee was to solicit and select a set of quotations to be engraved in granite in the courtyard area at the new north entrance to The Valley Library, a lovely plaza given in memory of Lora Laslett Kelly by her family. With the focus on the celebration and evolution of ideas as well as their impact on society, the committee determined that the quotations should represent a variety of subject areas, historical periods and ethnic groups and should have some special relevance to Oregon State University or the Pacific Northwest.

Students, faculty, staff and alumni submitted a total of over 400 quotations. The committee worked diligently and thoughtfully to select quotations which would create a mosaic of ideas, spanning the many decades of learning at Oregon State University. The final selection — 43 quotations in all — including Hypatia's words above, are now a permanent feature of the

campus, engraved in granite and reminding us all that this is a place of ideas and discovery.

Authors range from Hypatia to Senator Mark Hatfield, from Linus Pauling (OSU's most famous graduate and two-time Nobel Prize laureate) to Martin Luther King, Jr. and Chief Tommy Thompson, a member of the WyAm people. Ideas reflect such topics as the love of learning, the life of migrant farm workers, political integrity, civil liberties, the quest for world peace and human dignity, and an appreciation for the environment of the Pacific Northwest. Some are historic, some are inspirational, and some have special meaning to the University community, such as an excerpt from "A New Life," written

by Pulitzer Prize-winning author Bernard Malamud, who was an OSU faculty member from 1949-1961.

The next time you visit The Valley Library, I encourage you to walk around the courtyard area, take the time to reflect on the thoughts and ideas engraved in the granite, and appreciate the rich diversity and experience the language represents.

Life, indeed, is an unfoldment and Oregon State University is enriched by this celebratory unfoldment of ideas permanently displayed for this generation of scholars and the next.



**C**

The quotes are easy to find in front of The OSU Valley Library. Read a few of them the next time you pass by!

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