



WINTER EDITION

What's Inside ...

education

STRAIGHT FROM THE GATTO

An analysis of the ideas that shape success and failure in the classroom.

Pages 4-5.

student life

COMING TO AMERICA

Japanese Exchange students both give and get an interesting experience coming to the OSU campus.

Page 6.

entertainment

REVIEWS x 2

Two whole pages looking at books, boombox hits and the big screen. Plus: Favorite Flavors of *The Chronicle* staff.

Pages 10-11.

INDEX

education	2-5
student life	6-7
news	8
entertainment	9-11

Scenes from Ecuador



Photos by Robin McDaniel/*The Chronicle*
WAY DOWN SOUTH--At the far top, Robin McDaniel and her host mom, Sra. Nohemy Enriquez, pose in front of Lake San Pablo and the town of Otavalo. To the left, an Ecuadorian woman cooks "cuy," grilled guinea pig. Directly above, an Ecuadorian woman washes her clothes the old-fashioned way. These photos are from McDaniel's trip to Ecuador. For her personal reflections on the trip, turn to page 7.

Schools shift towards outcome-based education

by Kara Sutton-Jones

Education Reporter

PORTFOLIO. RUBRIC. SELF-EVALUATION. Such terms are bound to become commonplace within the next few years, as Oregon gears up for the shift to evaluation-based education. This drive to redesign the current educational structure will have far-reaching effects in the university system. Even now, there are classes taught at OSU with a slant towards evaluation-based education.

The Department of Foreign Languages has such classes. These classes are taught with a set of guidelines that measure proficiencies. Proficiencies of a second language include reading, writing, listening, speaking, and culture. The idea is that students will be held accountable to demonstrate similar skills that align with the new PASS (Proficiency-based Admission Standards System) proficiencies.

PASS is a set of expected proficiency levels in certain subject areas. It will serve as uniform and public admissions standards for incoming students—eventually replacing course grades. The first group of students to be admitted under PASS will be the class of 2001, though they will only be judged on the subjects math and English. Full implementation of PASS will be

enforced in 2005, and it will be in the six proficiency subjects: English, math, science, social science, the arts, and a second language.

Such standards will influence and most likely change common teaching and grading practices in departments across the board. Several OSU departments stated that while they do not currently have such classes available, they are looking into the various possibilities. A few departments are now experimenting with different combinations of projects, tests, and scoring criteria. One department head speculated that within the next two to three years, he expected to see more evaluation-based courses being offered through his department. If current outcome-based courses are any indicator, more projects, portfolios, and scoring guides can be expected in classes. In some cases, an emphasis is

an evaluation-basis for his classes, commented, "I believe we can give more meaningful feedback than letter-grades and numbers, and I've tried to provide that. Now students are making more improvements in those areas that I've pointed out."

—Juan Antonio Trujillo,
Spanish professor

Still, it stands to reason that there will be those who are resistant to such a system—both students and faculty. Some students may not fare well in the outcome-based system because it demands that students be more self-directed in their learning. The structure also requires that instructors maintain a certain degree of objectivity in assessment and be ready to put more time into evaluations. With already overcrowded classrooms, this may become difficult. Trujillo voiced his concern on this issue, saying, "I hope that if the administration is going to follow through with this that there will be more funding for training."

For the most part, students seem to have mixed feelings about the system. UHC student Rachel Garfunkel explained that she had learned quite a bit from her experiences in evaluation-based Spanish classes. Her biggest concern was that "the guidelines need to be really clear."

Nevertheless, the future's at hand. As time moves forward, so does education. The values that are held today will change, as will the ones that people cling to tomorrow. **C**

PASS (Proficiency-based Admission Standards System)

- Proficiency standards instead of letter grades.
- By 2000, proficiency testing in math and English.
- By 2005, proficiency testing in six subjects.

placed on multiple drafts of papers and improvement through the feedback of peers and instructors.

Under this system, more individual attention from professors is required, not to mention the work expected from the student. Spanish professor Juan Antonio Trujillo, who uses

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Are we cheating ourselves out of an education?

by Nick Martin

Education Reporter

WHAT DO UHC STUDENTS THINK about cheating in the academic arena? Is it a "black and white," issue or is cheating defined relative to the situation in which it occurs? I went around and asked eight students how they felt about cheating in school.

Q: How would you define cheating?

A: "Cheating is intentionally deceiving yourself and your teacher that you know material or that you've done work which you haven't done."

"Using someone's else work and getting credit for it."

"Writing on your hand ... putting stuff inside your calculator ... copying off someone else's paper."

Q: Do you cheat? If so how often? Why?

A: "I'm mentally lazy, and I want to get good grades. I cheat every now and then."

"I don't need to cheat."

"I haven't cheated since High School. I've had nightmares even that have kept me from even thinking about it here in college."

"The web makes cheating so easy. I do it because I can get away with it."

"Not often anymore. I did more in High School. Not so much in college, the consequences are worse."

Q: Is there ever any justification for cheating?

A: "Cheating is ridiculous! Why do it? People shouldn't focus on grades so much. I don't think there's any justification for it. People think it can be rationalized but it really can't."

"Cheating kind of defeats the whole purpose of going to college, don't you think? We're here to get an education. Kidding yourself by cheating is just self-destructive."

"No, I always feel guilty when I cheat. It's wrong."

"Cheating kind of defeats the whole purpose of going to college, don't you think? We're here to get an education."

"No. Cheating is just a form of disrespect for the rules and the work that people put into following them but it also just depends."

I have a friend who cheats now and then, but he also works his way through school, and he tries to help out his family financially since he comes from a poor family. He really cares about school, but sometimes he just doesn't have the time or the energy to study as much as he would like to, so he cheats. He has to keep his grades up for scholarship requirements, etc. But he always goes back and learns the material, which in the end is the most important. He loves learning. I think as long as he doesn't make a habit of it, on occasion it can be justified since he has really tough circumstances."

the Chronicle

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The Chronicle welcomes letters to the editor. Signed letters or comments can be placed in Winston Cornwall's box at the UHC office, or e-mailed to Dow Yeh: yehd@ucs.orst.edu

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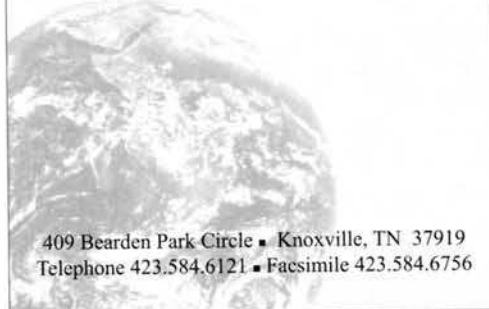
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An "Academic Awakening" or just pompous cynicism?

"Exploring Ideas"

by Alexander Johnson

Opinion Editor



DOES THE EDUCATION SYSTEM IN America make it the land of opportunity for all those desiring success? This question has been a paradox that I've recently been pondering in my TCS 200¹ class.

It's an important question, for reasons that need little explanation. Its importance can be felt. We're living in America; a nation whose ideology states that we're all created as equals. A union joined together by the idea that we're all bestowed with the unalienable rights to life, liberty, and the pursuit of happiness, regardless of race, gender, or any affiliation.

We also live in a country where at least 40% of this nation's wealth is held by less than .1% of its population and where the important transformational decisions are made only by those who are either well educated or in some position of political power.

Is this a naturally occurring phenomenon or deliberate social engineering at work? To be more specific, are there noticeable differences in the quality of education that different socioeconomic classes receive? According to observational and statistical studies that my class has been reviewing, the answer is undoubtedly "yes," which further begs the question, "doesn't the way we teach and what we teach reinforce these social classes and further stagger the humanitarian effort for social equality and justice?"

Jean Anyon, in her essay "From Social Class to the Hidden Curriculum of Work," constructs a paradigm through which my class and I viewed the current educational system

while trying to answer this question. It's a paradigm that suggests the majority of high schools in America can be categorized into four different groups.

The first one she talks about are the working-class high schools (for incomes below \$13,000), then middle-class schools (\$13,000 to \$39,000), along with affluent professional schools (\$40,000 to \$100,000), and then finally executive elite schools (\$100,000 and above).

After this introduction, my class and I for the next few weeks read and critiqued essays by several distinguished teachers, sociologists, and critics alike who wrote about the differences in levels of education.

For instance, John Taylor Gatto in "The Seven Lesson Schoolteacher" outlines a national curriculum for high school students who go to these working class and sometimes middle class schools. "Teaching means different things in different places," he writes, "but these seven lessons are universally taught from Harlem to LA."

Here are a few reworded samples of the subconsciously taught lessons that he em-

phasizes. See if any of these cliches sound familiar:

1) Be confused: "You can never be certain of anything ... It's useless trying to figure things out in life ... Forget about probability, statistics, and the scientific method ... Feel self-righteous about living a life of perpetual self-doubt

... Don't look for connections between subjects ... Don't try to be creative and conceptualize abstract frameworks ... Education consists of systematically memorizing fragments of information and learning about how to let technology

do the thinking for you ... Life is just confusing and trying to figure it out is futile."

2) There's a hierarchy: "The teacher is the authority ... Your job is not to think ... Do what you're told to do ... Realize your place in the class ... Some students are smarter than others are ... Some students are more popular than others are ... You must accept this and your own class position ... You can't leave ... If you try to leave you will be penalized."

3) Have blind faith in your teacher: "Don't go to other sources for information ... The information that the teacher gives you is always going to be accurate and the best means of learning the information ... Only study the material that the teacher assigns ... If you start to venture off towards things that are more interesting or applicable to the real world, you will be punished for not doing the assigned work."

4) Enthusiasm is bad: "Don't become so confident and independent that it becomes impossible for you to be subjected to authority ... Base your sense of self-worth off of your grades and off of what the teacher, society and your parents tell you ... Forgo

"Be confused ... you can never be certain of anything ... it's useless trying to figure things out in life ..."

Ideas that Oppress

■ I.Q. alone determines success. Accept your place.

■ Let technology or the book think for you. Don't bother figuring out why rules or equations are correct.

■ Just memorize fragmented and unrelated facts without trying to understand the concepts.

■ The teacher is the authority.

Ideas that Empower

■ Success comes with learning how to learn. It's not a matter of I.Q., it's a matter of saying, "I will."

■ You're in school to learn how to think. You have the capacity to understand how things work.

■ Education is about seeing connections between subjects and ideas. Learn how knowledge applies to the real world.

■ The teacher is your partner.

any process of introspection or self-evaluation ... The unexamined life is the only one worth living."

It's amazing that someone who was named the New York City Teacher of the Year could be so pessimistic about education, but at the same time he does make some keen observations about how we sometimes unknowingly teach children from lower income backgrounds. It's Gatto's suggestion that through the inculcation of such mentally and spiritually debilitating ideas people are manipulated into the lower strata of social classes.

However, on the other side, Deborah Meir and Paul Schwarz in their essay, "The Hard Part is Making it Happen," point out the ideas that they believe help make the executive elite schools so effective in producing the competent leaders of tomorrow. Although there are strong points throughout their essay, here are three lessons taught that somewhat capture the essence of what is emphasized in the classrooms opposite of the working class schools:

1) You are an individual: "Whatever you can conceive and believe, you can achieve... Success isn't dependent on your I.Q., it's a matter of your saying I will ... As an individual, you have distinct innate aptitudes and abilities that if you use will lead to success and fulfillment... Humankind survives by means of creative work and it is the potential of every person to be innovative and creative in finding new and better ways to do things ... Learn how to be a producer of art and knowledge, not just how to be a passive consumer of it."

"You are an individual ... whatever you can conceive and believe, you can achieve..."

2) Think well: Develop the habit of asking the following five questions with everything you encounter.

i. How do you know what you know? (Evidence)

- ii. From whose viewpoint is this being presented? (Perspective)
- iii. How is this event or work connected to others? (Connections)
- iv. What if things were different? (Supposition)
- v. Why is this important? (Relevance)



Partly due to the ideas taught in some lower working-class schools, some students are conditioned to view themselves and the world in such a way that prohibits them from achievement.

3) You are free: "You are not required to be here, but because you love learning why would you want to leave? ... Make decisions based off your rational self-interest ... The teacher is your partner in preparing you for college and the real world that lies ahead ... A world where you're going to have control over your own destiny and make decisions determining the outcome of your life ... Take time out each day to pursue what you're also interested in ... Take it upon yourself to be your own teacher as well."

So, do ideas really influence the outcome of our lives? What are the ideas that you believe? Can you see how they impact the fate of your life? Who put those ideas there? In whose interest do those ideas serve? Have you ever stopped to question them?

These are questions only we can answer for ourselves since to let someone else

answer them is like giving a person control over what we were born with – the liberty to make decisions over our own lives.

Most of us though are indifferent to analyzing such ideas taught in the classroom and their effect on the outcome of students.

We bestow our control to our entrusted visionary leaders, who despite these studies still fail to understand that the inequalities in the educational system reach far beyond financial distress and a lack of a "computer with Internet access in every classroom." Of course, ample financial support and up to date technological resources are important, but their occasional depravities don't capture the essence of what's really causing the havoc we see in several of the American classrooms today. A larger crisis lies in the ideas planted in the heads of the oppressed that will keep them oppressed throughout their lives. Until we face these issues, America won't be living up to its promise that this is the land of opportunity.

Forge ahead.

¹ (TCS is short for Twentieth Century Studies – a class offered here at OSU that I would strongly recommend to anyone who is interested in developing their critical thinking skills on social issues and acquiring new holistic insights towards American culture.)

Bibliography

Gary Colombo, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. Bedford Books, 1998.

Some of my favorite books and movies about education and the increasing anti-mind cultural trends:

Books:

The Closing of the American Mind, by Allan Bloom. A study that looks at the statistics proving America is being dumbed down and as a result how our democracy is threatened.

What Smart Students Know, by Adam Robinson. Co-founder of the Princeton Review talks to the best students around the nation and reports how they do it. A book that teaches you how to learn in less time and with better results.

How To Think and Grow Rich, by Napoleon Hill. A book that shows the ambitious ideas that develop a positive mental attitude so that they can create wealth and benefit others at the same time.

Movies:

MindWalk. Mostly dialogue between a physicist, a poet and a politician about how to overcome seeing the world as fragmented and instead look at it as part of an integrated system.

Manufacturing Consent, by Noam Chomsky. A film based off the book about how the media is used to impose ignorance among its viewers.

Blue Eyed, by Jane Elliot. A documentary about a retired school teacher showing how minority students are suppressed in the classroom through intimidation and an imposed inferiority complex.

America and Japan: two worlds meet



Photos by Dow Yeh/The Chronicle

Katrina Hanson, Kei Masumoto, Yuki Nakazato, Makiko Takehara, Robin McDaniel (back), and Aya Tanabe (front), smile for a picture at the Sanno Exchange Student welcome reception.

by Katrina Hanson

Student Life Editor

NEVER HAVING THE EXPERIENCE OF hosting an exchange student, I was reluctant to sign the contract agreeing to room with a Japanese exchange student for seven weeks winter term. What would I be getting myself into? I would be sharing a 12 by 15 ft. cubicle with someone who may not understand one word I speak. But, after pondering my options, it became clear to me this would be a positive experience; it would not only give me a chance to share American culture, but I could learn about Japanese culture too.

Preparations for the arrival of my roommate included cleaning the room, squeezing all my clothes into one dresser and wardrobe, making a welcome sign, and attending an orientation meeting with the other host roommates. As I went through these processes the excitement and apprehension steadily increased within me. Would I be able to communicate with my roommate? Would she like me?

While I was contemplating numerous questions, I am sure my new roommate, Makiko Takehara, was wondering similar things as she and 16 other girls from Sanno College in Tokyo, Japan (a business school) flew into Eu-

gene and then made their way to Corvallis. She was probably excited and nervous, anticipating the seven weeks of international business and business communications classes that she will be taking here at OSU. Maybe she was also wondering about what the weekly conversation with her PAL (Partner in American Language), an OSU student who agreed to converse with a Sanno student in order to help them improve their conversational skills, would be like.

Questions about the first two week-ends of her stay spent with Corvallis families and the ski trip to Willamette Pass, probably also consumed her thoughts.

Then, on January 31, at approximately 2 p.m., I heard chattering and giggling in the hall and soon after a knock on my door. I opened it to find my new roommate, Makiko, and four of her friends. In a moment, the questions became reality as our two worlds collided.

Their escort requested that she leave the girls with me for twenty minutes, so in an instant I was in a room with five Japanese girls who understood very little English. Suddenly I had the humbling experience of becoming the minority in my own room.

Introducing myself and learning their names was the first trick. How will I ever remember those names and their pronunciations

Sanno Students Say What They Like About America

"Everyone is friendly and kind to me."

-Makiko Takehara

"Freedom! And people are friendly."

-Hiroko Tanaka

"People are friendly, very kind.
America is fun."

-Sae Satouchi

"A lot of nature (trees etc.). A lot of good music."

-Hiroko Tokumura

"Forests, many forests, clear water, and big space. I like everything about America."

-Kei Masumoto

I wondered? Then, showing Makiko where she could keep her things, what bed was hers, how to use her room key, and explaining to her that she was free to use the phone and refrigerator, were challenges in themselves. The five girls couldn't stop smiling, but I could tell they were nervous and I did my best to make them, especially Makiko, feel at home. Before long their escort returned to take them on a tour of campus, and now, with a little more understanding of how great the language barrier would be, I had three hours to prepare myself for her return.

Makiko returned in good spirits, but she was very tired after the long day of travel. I helped her unpack her things, but I was shocked at the small amount of clothing she brought along, it didn't even fill one suitcase! She sweetly gave me a small gift of Japanese marshmallow candy. Then she showed me her sticker book, but these weren't ordinary stickers. Each one was a picture of her and her friends, and there were hundreds of them. We then spent at least an hour trying to call Japan. She tried herself, and when that failed, she turned to me. The calling card was in Japanese of course, so my attempts were just

Little Shrimp, Big Dilemma

Experience in Ecuador sheds light on local and global environmental concerns

by Robin McDaniel

Student Life Reporter

COOL SALT WATER MISTED MY FACE, fanning life back into me. After a day of swimming in the ocean and lying under a beach umbrella in humid ninety degree weather, found only on the Equator, I rocked back and forth in my hammock. I savored every drop of my Ecuadorian banana fruit drink and watched the sun go down: purple, red, orange, gray, and then finally black. I rocked back and forth, back and forth, as the night went on, staring at the stars and the full moon. I wondered if people back at OSU were watching the same full moon or if it was hidden by clouds as usual.

This past summer I lived with a host family and attended school in Quito, the capital of Ecuador. After the official program was over, I stayed and traveled the country by bus. In only two weeks I covered the majority of the cities in the coun-

try—going everywhere from Guayaquil, Ecuador's main port city and the largest city in the country, to Cañar, a small Indian village high in the mountains, near the only remaining Incan ruins in Ecuador, the Ruins of Ingapirca. I lived on less than ten dollars a day by staying in decent motels for three to five dollars a night, sticking to piles of fresh bread from the bakery, and eating a three dollar afternoon meal of rice, beans, and my favorite—shrimp.

My cheap, conscience-free, college student's paradise of eating shrimp everyday, and not even blowing my budget, began to fade when I read about the destruction of the beautiful mangrove forests as a result of shrimp farming. Mangroves have a particularly unique

root system, evolved to grow in salt water. Not only do mangroves stop erosion along the coast lines of many countries, but they support a wide range of marine life including prawns, fish, coral larvae, jellyfish, anemones, and lobster. Since 1975, nearly 75% of the rare mangrove forests have disappeared. The forests are cut down to form enclosed pools of salt water which are ideal for growing and harvesting shrimp, one of Ecuador's main exports.

The destruction of the Mangroves is not the only side effect of shrimp aquaculture. While on my way to the small island Jambeli, in Ecuador, I took a boat ride

After a summer in Ecuador, shrimp is no longer simply another tasty food, but rather a symbol of the difficult environmental value judgements people all over the world are faced with everyday.

”

continued on Shrimp, page 8

Exchange Student:

continued from page 6

guesses. At last, when we succeeded in making the call, her parents weren't home. Due to the time difference, they were at work.

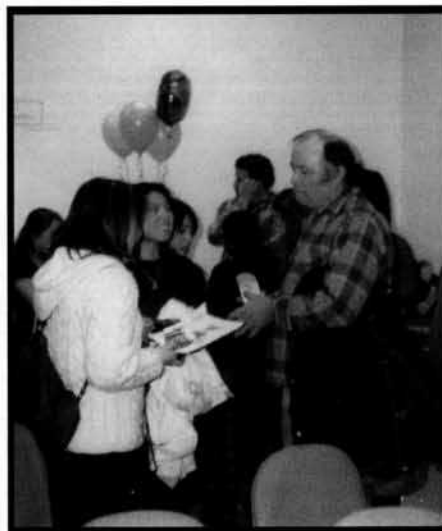
Throughout the first week it has been fun to see Makiko's fascination with the small things like an OSU pom-pom, Jun-

ior Mints, American cartoons and my jewelry. We have started to get to know each other through insignificant conversations, an interview she conducted for one of her classes and the fun of doing facial masks with other girls in the hall, who have all gone out of their way to help her feel welcome.

In just one week I have already discovered that many of the stereotypes people warned me about just aren't true. I expected

Makiko to be quiet and tentative, but instead she and her friends seem to be outgoing, very social, inquisitive, and busy. I also expected her to say "yes" a lot even when she was unclear about things, but I have been pleased with the number of questions she asks me.

Sharing my room with Makiko is a test of patience when it comes to communicating, but so far it has been an enjoyable and empowering experience. **C**



Far left, Host roommate, Katrina Hanson, speaks with three Sanno Students at the welcoming reception held on February 2. Left, Two Sanno students converse with one of their host families.

Photos by
Dow Yeh/The Chronicle

UHC holds forum with OSU president

by Alexander Johnson

Opinion Editor

LAST NOVEMBER, OREGON STATE University President Paul Risser addressed questions on student issues at the fourth annual Presidential Forum, sponsored by the University Honors College.

I'd like to emphasize that all questions are completely in bounds," Paul Risser commented. "I think it gives us a chance to talk about topics that are important to everyone on campus, but particularly to students."

Brooke Struck, a sophomore in the UHC who served as a forum coordinator, also told the audience that people could write down their questions. They would then be passed up to the front of the Memorial Union Lounge where either she or Jeff Morgan, a junior in the UHC who served as another forum coordinator, would ask the questions to Risser aloud.

For the next hour, questions of all sorts were asked ranging from priority registration for student athletes to whether OSU sold student addresses to credit card companies.

One of the first issues addressed was why student athletes are allowed to have priority registration. Risser commented on the importance of athletics to the university, and said,

"most universities give preferential treatment to athletes ... this university needs to offer similar opportunities in order to compete."

One student asked Risser if he thought there was an equal balance in quality between the Liberal Arts department and the other colleges here at OSU. "I think that's something that we can take pride in," Risser responded. "Here at OSU there is a strong emphasis on both the Sciences and the Liberal Arts."

When Risser was asked about what was being done to solve the "parking problem," he talked about a task force, which includes two OSU students, that is dedicated to working solving parking shortages. In response to this, another student asked if it might be feasible to look into building a parking garage. Risser replied by saying that it has been looked into, but that undertaking such a project would be too expensive and that there are other ways of solving the problem.

Another concern dealt with was the issue of how we can maintain the same quality level of education at OSU despite the increase in enrollment. Risser responded by mentioning that there are many important statistical surveys that measure the quality of a university. "However if I had to select only one, the retention rates would be it."

The president pointed out that despite the increase in enrollment, retention of upperclassmen and the average grade point average of entering freshman have increased as well. In 1997, around 27% had at least a high school GPA of 3.75 or above. (The closest state school in Oregon had figures around only 19%.) "I think this is just one of the many ways we can tell that students feel they're getting a quality education here at Oregon State University," Risser said.

Finally, one of the last questions was concerned with whether or not Oregon State University sells addresses to credit card companies. "I am 99.9% sure that we do not," said Risser. "In fact, as I think about it, I am sure that we don't."

At the closing Risser pointed out that he was very impressed with the thought put into the questions presented at the forum, and later thanked the UHC and the audience. Jeff Morgan closed the meeting and invited everyone to come back to the next Presidential Forum in November 1999.

Editor's Note: Quotes taken from "President Paul Risser addresses student concerns," by DeAnn Walker in the November 20, 1998 edition of the OSU Barometer.

Shrimp

continued from page 7

through mangrove remains transformed into shrimp farms. I saw gallons of dark brown water pumped out of the shrimp pools directly into the ocean. Massive quantities of shrimp feces and uneaten shrimp food turn the water brown which affects marine life dramatically.

Ecuadorians are not solely responsible for this destruction. In their desperation for money to feed their children, most Ecuadorians do not think about environmental consequences. They concern themselves with meeting the United States' demand for shrimp. The United States currently imports over 90% of the shrimp produced in Ecua-

dor. Greenpeace and other organizations encourage the United States to import less shrimp, but it is still commonly served. Only a few weeks ago The Board Walk Cafe, in McNary Central, served fried shrimp. Shrimp is grown in such large quantities that it is no longer a luxury and can be served to college students in cafeterias.

I ate some of the shrimp served in the cafeteria a few weeks ago. They swiped \$1.75 off of my meal card--a small monetary price to pay for shrimp. Perhaps I will pay a much larger price if I continue to indulge in a food becoming so mainstream. I want my children to swim in the oceans of South America, Asia, Africa, and Australia, and not worry about the pollution. I want them to see the divine Mangroves and the shorebirds that roost among their branches. One option is to eat less shrimp, low-

ering the demand, decreasing the profitability of shrimp farming and hopefully causing less forests to be cut down.

Unfortunately this option does not come without costs. By simply not eating shrimp, many Ecuadorians could lose their jobs. In an ideal world we could spend the money we would have spent on shrimp to invest in technologies to make existing shrimp farms less environmentally destructive and generate capital to jump start their economy. I don't see this happening anytime soon, especially when the average United States citizen is not aware of the problem. After a summer in Ecuador, shrimp is no longer simply another tasty food, but rather a symbol of the difficult environmental value judgments people all over the world are faced with everyday.

The Ten Dollar Night Out in the Town of Corvallis

by Beth Tilgner

Entertainment Reporter

IT'S FRIDAY NIGHT AND YOU DON'T HAVE anything to do. Oh, sure there's that 15 page English paper due on Monday, but if you did that you'd have nothing to do on Sunday. It's obvious that you should go out, but then there's the question of money. This calls for a coin call. You check your wallet and find a dollar, search the mattress which yields fifty cents, and after going through every pocket in every item of clothing you own the grand total is \$3.60. Not wanting to risk the humiliation of going out without at least five bucks in your pocket, you decide your laundry can wait until next week and remove the quarters from the jar labeled KEEP OUT.

Now feeling quite smug you invite your best friend for a night on the town. They too must turn their room upside down for a pocket of change, so with ten dollars between the both of you, you are ready to go. The night is young so you decide to grab a bite to eat. Heading for Burger King, the two of you split a "\$2.22" value meal. After fishing \$1.11 out of your pocket, you wolf down a burger and fries. Water will have to do for now. Now that you have greased your stomach, it's time for the entertainment. On your way to the State Theater

you remember some candy you got from the UHC Office last week and fish it out. Once inside the theater you give up your brain to the big screen.

With the remaining \$2.39 in your pocket you walk out of the theater and squint into the headlights. You are starving and the buttery popcorn smells didn't help much. Your buddy remembers that the coffee shop down the street has live entertainment, so you head down there for a drink. The music is great and you see some guys from one of your classes. Thinking you are going to score a free drink, or at least some conversation, the two of you sidle up to their table. Then comes the ultimate blow, "Hey girls, would you mind not talking to us, we are trying to pick up those chicks over there." Egos crushed, you and your friend slink out of the coffee shop and back into the rain.

Now you are each down to \$1.25 and it seems like options are running out. Time to get crazy! You go buy some toilet paper and head over to the house of those lover boys from the coffee shop. Careful not to waste a single square you diligently T.P. their entire front yard. So much for maturely accepting life's curve balls. Heading back to your apartment you smile, pat the 32 cents in your pocket and declare your five dollar night on the town a huge success.

OTHER CHEAP THRILLS

- Avery Park and Central Park are both near campus. Playgrounds are good rejuvenators. McDonald Forest is a short drive away.
- The 99 cent movie rack at Hollywood Video is a haven amongst growing movie prices. Revisit some old classics. You could even splurge a little and get two.
- There are many time tested alternative eating options: day-olds from the Donut Shop, Safeway late night deli specials. You can get food for many for only a few dollars. The experienced budgeter usually can make a decent and even delectable meal out of market leftovers.
- Find a date interested in having fun, go to Goodwill and buy each other one item from the bins that the other must wear for the rest of the night. Then parade the town!
- All fast food restaurants have things for under a dollar, but if you pool your funds, you and your friends can hit a sit down place.
- Haunt someone's house, or better yet, go caroling ... in the middle of summer.
- Bake cookies or brownies, then head to a local retirement center for the day. Ask residents about their childhood; learn about life before computers.



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Editors' Choice

The Chronicle staff gives their recommendation of CDs and books to check out.

Nick's Picks

If you like Sublime, then I invite you to check out the Long Beach Dub All-Stars. The LBDAS are Sublime minus lead vocalist/song writer Bradley Nowell, who died shortly after the release of the band's self-titled classic, along with the addition of several new musicians. The LBDAS play a unique mix of reggae, ska, punk and rap that Sublime made famous. Even though they don't have any albums out yet, don't despair; they are on tour and have a strong presence on the Internet.



Robin's Rock'ns

The Mask and the Mirror CD by Loreena McKennit is awesome in a kind of a twisted way.

Enya is soothing and foreign sounding.

"The End of a Dream" by Anne Rule is a true story about some recent surfing bank robbers from Seattle ... thrilling fast read—great for a road trip.



John's Jams

2-Pac's Greatest Hits: The best of the West's best. Need I say more.

Smashing Pumpkins: Siamese Dream. It's been out since high school and still is one of my favorite albums, one for the ages. If you haven't heard it yet, it's about time you do.



Winston's Winners

Two CDs I have enjoyed for years are by dance, rock and soul artist, SEAL. The talents of this Nigerian/Brazilian (British-based) performer have been recognized by his Grammy awards, platinum CD sales and international acclaim. Both CDs are titled SEAL; they are distinguished by their production year: SEAL(1991) & SEAL(1994).



The essence of "WILL" power – a critique of "Shakespeare in Love"

by Alexander Johnson

Education Editor

LIFE AND LOVE IN THE 90's, THE 1590's that is, can be a stressful, peril-fraught proposition, especially for those engaged in the cut-throat business of theatre.

Just ask Will Shakespeare.

Screenwriters Marc Norman and Tom Stoppard, the ingenious creators of what could be considered a modern classic, "Shakespeare in Love," do a brilliant job of showing how one of the most respected plays, *Romeo and Juliet*, came to be a universal work of art. It's a simple matter of recognizing that time-honored maxim: "Write what you know."

The story opens with young Will (played by Joseph Fiennes) pouring his heart out to the neighborhood alchemist. "It's as if my quill is broken, as if the organ of my imagination is dried up, as if the proud tower of my genius is collapsed." In English, he's saying that he has writer's block, which he thinks is partly due to his chaotic life. Not only is his beloved Rosealine sleeping around with other men, but he's being relentlessly pressured by Philip Henslowe, the owner of the local theatre (played by Geoffrey Rush), to write a palpable hit so that he can repay the tenacious London loan shark Hugh Fennyman (played by Tom Wilkinson). It's enough to make any writer just want to relinquish the pen all together.

However, a new passion enters into Shakespeare's life that inspires him to continue what is at the time called "Romeo and Ethel, the Pirate's daughter." Lady Viola de Lessups (played by the luminous Gwyneth Paltrow), a fellow romantic idealist, dreams of being with a man who understands the true ambivalent nature of love. She's a dreamer who places virtue in individuality over superficiality; thus upon first reading the words of the young genius she instantly falls in love with him, as does Will with her.

As their love evolves, so does the play into the timeless title, "Romeo and Juliet," as well as the story line to represent the adversity both characters confront in trying to face the reality that they can never be together due to the hierarchical policies of the era. For example, just as Juliet is to marry Paris in *Romeo and Juliet*, Viola is to marry a similar archetype, Lord Wessex (played by Colin Firth), by orders of Queen Elizabeth (brilliantly played by Judi Dench) and her father for political and economic reasons.

Not only can parallels be found between *Romeo and Juliet* and Shakespeare's own life, but aspects of his other works are throughout the movie as well. It's a fulfilling challenge for the keen observer to try to anticipate and identify these moments.

This movie is a must for anyone who has even the slightest interest in Shakespeare or the theatre. It's hard to find screenplays this clever anymore. I give it four stars! ****



Some movies I've rented recently on video ...

Wall Street, starring Charlie Sheen and Stephen Douglas. Produced and directed by Oliver Stone. *A provocative and analytical movie set in the 1980's about insider trading on Wall Street.* 3 stars. ***

Pi, starring Sean Gulleter, Mark Margolis, and Ben Shenkman. Directed by Darren Aronofsky. *A look into the emotionally disturbed mind of a mathematical genius trying to find order in the universe. Only mildly intellectual however.* 2 stars. **

Dead Poets Society, starring Robin Williams. *A movie that reminds us to "carpe diem," and that while our accomplishments sustain life, people are what give it meaning.* 4 stars. ****

Alanis leads reviews with "Junkie" album

by John T. Wilson

Entertainment Reporter

HERE ARE A FEW OF MY THOUGHTS ON some CD releases:

SUPPOSED FORMER INFATUATION JUNKIE

Alanis Morissette

Upon hearing that Alanis Morissette had finally released her first album since the best selling *Jagged Little Pill*, I wondered if it were possible for her new album to not be disappointing. While this album is far from a "Jagged Little Pill II", it was certainly not a disappointment. Walking the edge of accepted, contemporary pop, Alanis has created a soul filled collection that retains its artistic integrity. Two songs, "Thank You" and "Unsent" have already found their way onto the airways, racing quickly to international popularity. However, this album is hardly defined by a few hits. Others, including "Are You Still Mad?" and "Can't Not" are powerful pieces, combining probing lyrics with a trance like sound that some how fails to get old. *Joining You* and *So Pure* are among my favorites, combining the widest range of instrumentation I've heard in a long time. *Joining You* opens with dark, simple bar chords, while *So Pure* entertains a type of pseudo Industrial rock. Both have a catchy chorus that makes me hit the repeat button. UHC Sophomore Andrew Jackson said, "You can't listen to this CD without finding meaning in the words." I couldn't agree more — ****

WHITEY FORD SINGS THE BLUES

Everlast

"Impossible," I thought, when I first heard that the former front man of the early 90's rap group The House of Pain had decided to embark on a new rock venture. Upon hearing the first cover on MTV, *What It's Like*, I was

immediately excited about this new album titled *Whitey Ford Sings The Blues*. *What It's Like* paints a masterful picture of today's society, addressing issues of homelessness, abortion, and gang violence, while encouraging empathy for those less fortunate; asking the listener to try to imagine "What It's Like." However, unlike the new Alanis album, this CD is pretty much a one-hitter. For the majority of the 18 tracks, I struggled to find more hints of *What It's Like* and found ample amounts of retro white rap without the "Jump Around" jive, rhythm, and Irish swagger of The House of Pain. Songs *Money (dollar bill)* Feat *Sadat x* and *Death Comes Callin'* define the album — an overpowering bass line, very little musical variation, and monotonous lyrics about drugs and other depressing subjects. It is rarely worth buying a CD just for one song, but this may be an exception. *What It's Like* is a sharp knife in a very dull drawer, and I would strongly recommend listening to this song repeatedly. As for the rest of the album, bring out your old Vanilla Ice tapes and use your imagination. ** 1/2

PROLONGING THE MAGIC

Cake

A Cake fan's dream!! Pretty much what we've come to expect from Cake, mean bass lines, the deep monotone voice of John McCrea that somehow always makes you ask for more. Not being a huge Cake fan, I still really enjoyed this album. While most of the songs sound very similar, they are all catchy tunes with variations in instrumentation and vocal experiments. *Never There* is perhaps my favorite song on this CD, combining a Spanish style trumpet and cool chorus with the aspects that have always defined Cake's style. The use of pianos, steel guitars, and musical saws on this CD show that Cake has not stopped its creative flow. All and all, this is a fun album that could grow on everyone. *** 1/2

Editors' Choice (con't)

Jenny's "Penny for my thoughts"



My favorite book is "Les Miserables," but it sounds horrible to say the reason for that is because Victor Hugo wrote everything in it that I have ever wanted to express—it's all wrapped up in the (paraphrased) concept that the only sight of the physical world that could be more spectacular than the sea is the sky, and the only thing more incredible than either would be to see human souls ... which ties into the reason Kipling's "If" and Tennyson's "Lady of Shalott" are among my all time favorite poems, and why I'm so crazy about Simon & Garfunkel and the Monkees—they all represent something which I can only describe as an extension of my own character—what I would hope it to be. From the profound to the ridiculous, it's as though those people had looked into my soul and had become a part of it.

Kara's Klips

My favorite is Queen's album, "A Night at the Opera." This collection of songs displays the wide range of musical talent that Queen is known for, especially for the soaring vocals of the late Freddie Mercury. It truly is one of my favorites.

Kat's Kalls

The best song of all time is "Free Fallin'" by Tom Petty and the Heartbreakers. Listening to it just makes you feel good and yearn for independence.



Dowg Pound Pix

I still get chills up my spine every time I listen to Górecki's Symphony No. 3, played by the London Sinfonietta under David Zinman. The opening of the piece is a slow, flowing melody, which builds upon itself, layer by layer, for about the first ten minutes and then gently lets the listener down. It is a piece that is experienced rather than simply heard. Another favorite CD of mine is *Love Scenes* by jazz singer Diana Krall. It is an enjoyable collection of jazz standards with the right touch of romance, playfulness and sentimentality in its rendering.





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