

# THE CHRONICLE

A PUBLICATION OF

VOLUME III, No.3

THE UNIVERSITY HONORS COLLEGE

FRIDAY, JUNE 5, 1998

## UHC Director provides year-end review

By **CHRISSY GUILIANO**

The University Honors College has been in existence since the fall of 1995, but by the start of the next school year, the Honors College will have reached its maximum capacity of students. Joe Hendricks, Director of the Honors College, said, "We will actually be in excess capacity. Approximately 375 students have been admitted to the Honors College for next year, out of which about 200 are expected to come. This puts the Honors College over the cap, which is predicated not only on the funding, but the amount of seat spaces in the classes."

"This means, that in three years, we have become part of the consciousness of high achieving applicants to OSU. It means that we have become integrated and central to the university mission, and it means that we're serving our client population well," said Hendricks.

"There are currently about a dozen pairs of siblings in the Honors College that didn't come at the same time. So this means that siblings have passed on to each other this as an experience that they have to take advantage of."

Compared with other Honors Colleges in the state, OSU awards an Honors Baccalaureate when students graduate. Most institutions give a Bachelor of Science with Honors, for example. The only way students can earn that distinction is to be in the University Honors College. The Oregon State Honors College is also different, in contrast to the University of Oregon, because there isn't a resident faculty that works full time. Faculty makes proposals to teach with the Honors College; the college then screens those proposals, and the students evaluate the faculty and courses that are selected. If the Honors College receives information that suggests the course or teacher isn't what the students are looking for, then the course isn't renewed.

"There are about 3600 colleges and universities, many with Honors programs, in the country. The National Collegiate Honors College book lists 350 of the best, and Oregon State is included. We have

reached that status in three years," said Hendricks.

Some of the advantages students have when enrolled in the Honors College are experiencing the potential to earn an Honors degree, limited class size, award-winning faculty, more challenging courses, learning around motivated students, exploring new territory through discussion, and helping to set the agenda in their classes.

Hendricks started at the Oregon State Honors College in 1995 when it was just beginning. As director, he oversees all of the administrative details, makes contacts with faculty and contracts for the course offerings. He also supervises the admissions process, and participates with academic colleges and their administrators in providing coursework for the students.

"The Honors College wouldn't be successful if the other colleges didn't cooperate with us. It's their cooperation that's helped make us successful," said Hendricks.

Hendricks is also the president of his professional organization in gerontology, the science of aging. He was awarded by the Gerontological Society of America the Distinguished Career Contribution Award. However, Hendricks considers being the director of the Honors College one of his most significant achievements. He said, "Sometimes, I feel like I have a tiger by the tail. I don't know if I should hang on or let go. I'm just lucky to be there for the ride."

Hendricks sees the qualifications of the applicants continuing to increase in the future. "I hope we become so much a part of the fabric of the university that the entire school gets to be like an Honors College; discussion classes instead of lecture, student participation, and undergraduate research. When we are fully integrated into the consciousness of OSU, I think that's the ultimate success we can ask for," he said.

One of the issues that the Honors College is contemplating is whether or not to expand. Expansion would mean greater cooperation from academic departments and colleges. Expanding the Honors College would also increase the number of

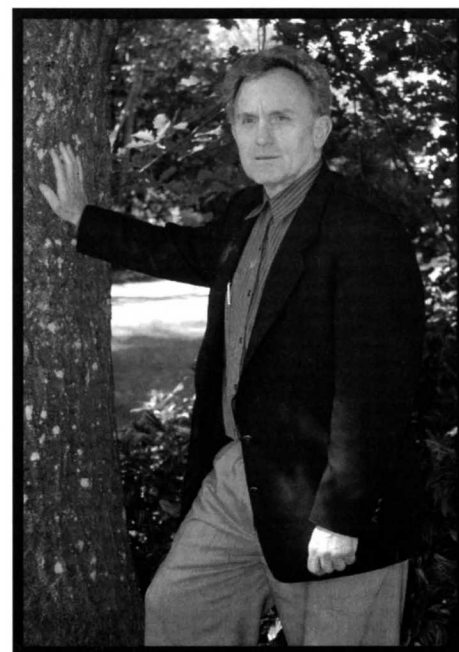


Photo By Seth Marbin

*Joe Hendricks*

*Director, University Honors College*

students that it can accommodate. In three years, it has reached what took the University of Oregon 33 years to reach.

One big part of his job that Hendricks enjoys is hanging out and talking with the students that come in to the Honors College office. "I really enjoy listening to the different points of view. I think it's just the excitement of the mind that I find most rewarding," he said.

When he began working as director on April 1, 1995, the Honors College was just an idea. Nothing was in place; the first class hadn't been admitted, the first curriculum hadn't been designed. The first class was started in September of 1995, and the UHC reached stability in three short years.

Hendricks would like to see better computer facilities, including one in McNary. "I would like to see us blurring the line between social life and scholastic life even more, so that success in one will leverage success in the other," Hendricks said.

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# UHC offers alternative

By RAVI PURI

Imagine a situation where you are listening to a lecture and you look down at the professor who is 40 rows away. You think of eating popcorn and throwing some during the boring parts. As you attempt to learn, you can't help hearing an irritating side conversation on "how many beers it takes a college student to drink in a weekend to fail a midterm on the following Monday." Then, as you raise your hand to ask a question, the lecturer tells the class to hold any questions for office hours. Upon reaching the professor's office during the office hours posted, you find the professor is late while ten other students of the 300 person class are ahead of you in line.

This scenario should not be hard to imagine if you have taken courses at OSU. As most students continue to look for small, group oriented classes at OSU, there is now an answer. For the past three years, the University Honors College provides students with discussion and small group activities to have hands on, exciting classes.

Despite its youth, the UHC is striving and growing. Teachers in the UHC now have the option of holding mid-term evaluations, administered by Judy Ringle, where students have input in

directing classes while they are still in progress. Amazingly, however, many UHC professors use this option while other professors on campus would likely gasp at the thought of having to return to a class that has just evaluated them.

This activity makes the UHC unique and more student oriented. Students are

## OPINION

empowered to take an active role in their education by having input to direct a class in the best possible direction, easy access to professors, and a small number of students in class. In addition, there are fewer long lines at the office and unanswered questions. With the average class size of less than 20, students interact with each other as well as the professor to have an active, enjoyable experience.

Now, as you continue to look for the professor in your auditorium class, why not take a minute and look over the University Honors College brochure? It is available at your local UHC office on the second floor of Strand Agriculture, Room 227.

As an active member in the UHC, I have found a motto to be — "Come in and see us (the UHC Staff), please. At least say 'Hi,' and enjoy the candies."

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In the past, there was an Honors program here at Oregon State. Unfortunately, it was ill funded, ran on volunteer participation, and only awarded certificates to graduating students. Cutbacks from Ballot Measure 5 wiped out the program in 1989, after it had been running for over 20 years. The administration realized, that in wiping out the Honors program, they also wiped out something that had a great deal of value for the institution and the students. So they went around the country, collected information from other Honors Colleges and programs, distilled what was best, and then designed a program of their own. When Hendricks was offered the position, they only had some general guidelines. Nothing was in place, just an idea that needed to be expanded.

The first year, the Honors College admitted about 125 first-year students and a few continuing OSU students. It graduated the first group of about 15 students in June of 1997, and will graduate about 35-40 this year. Next year, when the Honors College will have been in business for four years, it will graduate about 100 students per year.

## The Chronicle

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*The views expressed in the Chronicle are solely those of its writers and staff and do not represent the views of the University Honors College.*

# THE STUDENT'S VOICE

## A survey of UHC course evaluation

By JOHN T. WILSON

The University Honors College (UHC) is a different kind of college. The UHC is the home of some of OSU's most promising students, is a haven for intellectual advancement, is dominated by individual instruction and small classes, and is the founder of the one and only SLUG (Student Learning Center) and famous Candy Jar. So it comes as no surprise that the UHC is leading the way in what has become a University-wide issue: course evaluations. Unlike the majority of the University, the UHC opts not to use the generic "scantron" forms that have been used for decades. Instead, under the leadership of Judy Ringle, many UHC classes are evaluated using a unique "group evaluation" that aims at establishing better communication between the

students and professors and strives to represent the student voice.

However, drawbacks to this procedure exist and not everyone is in favor of such evaluations—some people just like things in writing. So, in a college where student input and voice are key to growth and excellence, The Chronicle recently partnered with the UHC on a survey to find out how students feel about this process. Fifty-six UHC students of varying sex and class standing responded to the survey, 47 of whom have participated in the group evaluation.

Overall, UHC students tend to favor the evaluation process. "It (the evaluation) helps me understand the workings, advantages, and disadvantages of a class

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# The Accidental Species

By MEGHNA CHAKRABARTI

We were walking along a well defined trail near Oak Creek. My housemate and I had decided to bag our homework for a while and commune with a bit of managed-nature, and since we were the only ones on the trail, she was in the unfortunate position of being my captive audience. "Maria" is Catholic, and since returning from Italy, I've been exploring how American Catholicism differs from its older, more traditionally grounded Italian counterpart. So, I asked her questions.

"Do you believe that God created the Earth?"

"Yes," she replied without hesitation. "Why?"

"Because when I look around me, at the trees, at the sky, at the rivers, at everything it's all just so amazing and beautiful that I can't see how any other explanation is possible."

It was reasoning that I had heard before. I looked around and tried to hide the smirk forming on my lips. Sure, trees are amazing. Life is a miracle, but why does it necessarily have to be of a religious nature?

"Creationism just seems so uncreative," I said, "We look around, see such wild splendor and beauty, and since we can't seem to explain it now, we just assume that we'll never be able to explain it at all. You underestimate the human race."

"You just don't believe," she quietly replied.

But I was on a roll now, skipping down the trail, gesturing wildly, voice getting louder and louder with each punctuated phrase, "I mean really! Why do people have

such a hard time with evolution? It makes perfect sense. One day, however-many billions of years ago, a bunch of molecules were swimming around in a pool of primordial goop and POW! They happened to bump into each other, form an attraction, and decided, hey baby, let's make some life!"

I suddenly made a dead stop on the trail. That was it. That was why creationists can't come to terms with evolution. It frightens them to the core because evolution claims that *it was all an accident*. The terror of Accidentalism.

What could be more disturbing than to know that we have no preordained purpose on Earth, that as suddenly as we arrived, we could be gone. Nuclear holocaust can wipe us off the Earth faster than it took us to get here in the first place. The particular significance of our presence on this planet becomes dubious when we understand that those molecules in the ancient prenatal soup could have never bumped into each other. Oops! Sorry, nothing happened. We are an accidental species.

We kept walking, and I kept thinking. Sometimes silently, sometimes out loud. Why not be the accidental species? It all makes perfect sense. One of the first lessons we learn is that there are always exceptions to the rule, and why not? There are examples of our accidentalism *ad nauseum*. Science even admits to it, so why not religion? Meteorologists these days tell us that the global climate is a chaotic system, full of infinitely small patterns of internal behavior that are almost impossible to characterize or quantify. (This, of course,

may simply be a convenient excuse for all the days it was supposed to be sunny.) Most paleontologists have embraced the idea that we might have all looked like dino-people if a comet hadn't taken a cosmic detour straight into the Earth 65 million years ago. The disappearance of the dinosaurs was purely accidental. Molecular biologists even go a step further and tell us that our DNA, our very life force, is an accidental molecule. Every single one of us has a random assortment of genes, a purely haphazard collection of base pairs that make us who we are, rendering us all mutants.

Even Einstein, the most brilliant physicist of our time (and scientific spiritual father, of sorts) was an accidentalist. The hottest news in physics today is that the universe is expanding at an ever increasing rate. There is a force out there that is not only counteracting the pull of gravity, but *overcoming* it. Another exception to the rule. And a mighty big one. Scientists can't explain it, but Einstein did. Fifty years ago, in order to make his math work when he was tinkering with relativity, he introduced a number known as the Cosmological Constant. Einstein eventually threw it out, claiming it to be the most colossal blunder of his career. But now, a half century later, scientists are toying with the idea that the Cosmological Constant may be just the explanation needed to justify our ever expanding universe. Einstein made up the Cosmological Constant in order to prove Newton wrong. He then later decided he didn't need

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from other perspectives," said one UHC sophomore. Most of the students tend to agree, reporting that hearing other students' comments and being able to "brainstorm" about the class, makes it "much easier to give constructive criticism as opposed to the bubble sheets."

Students also feel that the evaluations shorten the often large gap between students and professors and often allow for changes in a course. "It (the evaluation) provides a line of communication between the students as a group and the professor that probably would not be opened otherwise," said one student. It is this opening that "enhances respect, and thus learning."

So why doesn't the University adopt this new and student oriented system?

Overwhelmingly, students said that this procedure would not work well in large classes but could work in smaller classes. One student remarked, "Depending on the class size, evaluation would vary. In a small setting I think the group evaluations are valuable—larger groups may produce convoluted results."

Students also brought-up issues such as students not taking discussions seriously in bac-core classes, time constraints, and obtaining instructor permission as other issues that could affect such evaluation in non-honors classes. They were also concerned about the amount of time each evaluation takes (one class period) and often not feeling comfortable discussing some issues in the presence of classmates.

No evaluation seems to be perfect. Even though UHC students tend to prefer

the group evaluations, students offered many suggestions for improvement. "Do not just use one form of evaluation or the other. Both are useful for different reasons and should be used together," one student suggested.

Both the UHC and Judy Ringle are interested in improving the process and will use the results of this survey to fine-tune this process. The rest of the University does not designate specific people to manage course evaluations, and for now it looks as if "scantrons", for better or worse, may be here to stay. However, the Faculty Senate has taken action and has organized a task force to inquire into issues involving course evaluation. Meanwhile, the UHC will continue the group evaluations, with the sole purpose of representing the student voice, and will spare UHC students the monotony of bubbling in circles.



# New athletic director promises change

By KELLI CUMMINGS

On Wednesday April 22, the University Honors College sponsored a forum with new Athletic Director Mitch Barnhart. The purpose of this discussion was to initiate communication between Barnhart and OSU students. This strategy paved the way for interesting discussion.

The evening began with a brief introduction by Barnhart regarding some of the intricacies of intercollegiate athletics here at OSU. He first presented a positive outlook on the athletic department by calling to the audience's attention to the fact that seven out of our fifteen varsity sports here are ranked in the top 25 teams in the nation. Barnhart believes this success to be a cause for clear celebration despite other setbacks in our athletic department.

Next, Barnhart presented some of the expectations of athletes here at our university. He stated that before attending OSU, coaches communicate five principles for each athlete to expect. These include: managing public relations in a correct fashion, following rules stated by the NCAA, graduating, managing finances, and being competitive. Athletes will be held accountable on all of these aspects as they are expected to make the most of their opportunity in college, and these principles are considered the way in which to accomplish that, successfully.

The floor was then opened for questions from the audience, the majority of which focused on the two closely related topics of athletic department debt and fan support. Priority treatment of athletes was also a popular discussion topic.

Barnhart addressed the debt issue head-on stating that, "We need to eliminate the department debt." Barnhart attributed a recent tuition increase which led to more money required for scholarships as the main contributor to the debt. This tuition hike has caused the debt increase steadily each year. Although he has proposed no timetable, Barnhart believes we must find the bottom line in this issue which he believes is a lack of fan support for OSU athletics. He plans to encourage a new generation of fans to attend games through renovations of existing facilities, implementation of new activities designed specifically for fan enjoyment, as well as through changes in

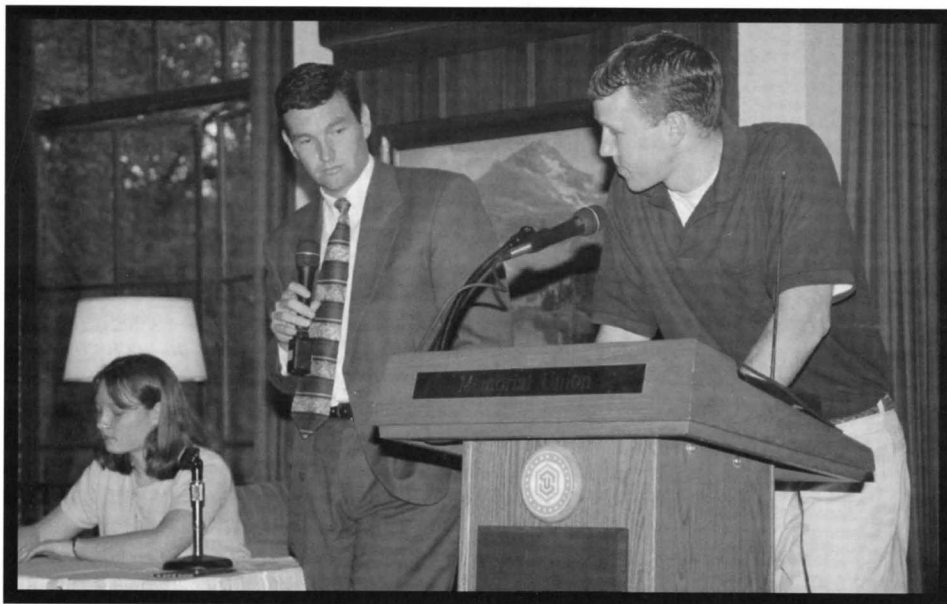


Photo By Seth Marbin

*Leah Gross and Jeff Morgan host the Mitch Barnhart forum. Barnhart discussed several issues in the forum, including increasing fan participation.*

administrative issues.

This level of fan participation occupied much of the forum. With no winning football season for over 20 years and a basketball team with a problem in player retention, it appears that Corvallis and OSU have every reason to "give up." Barnhart and his staff have devised several plans to increase attendance and boost fan morale.

One of the major ways will involve structural changes from the inside out. Barnhart plans to alter parking availability in such a way as to allow more fans to park closer to the stadiums without fear of ticketing or fines. Parker Stadium itself is up for a massive renovation planned to begin in November, 1998. The old turf will be removed and replaced with grass. This project is expected to be finished by the 1999 football season. Plans for Gill Coliseum provide seating changes which allow fans to be closer to the action and major locker room and weight room renovations for the athletes. No configurations for the Coliseum have been made as of yet.

Internal changes are in the works as well, beginning with a restructuring in the Athletic Department's administration scheduled for May of this year. Also, recruiting for the men's basketball team has become a large priority. According to Barnhart, the program's three new signees

promise a bright future to upcoming events in Gill Coliseum. He regards the junior college transfer from Texas, originally from Lithuania, as well as two local recruits from Salem and Seattle, as the bright spots for OSU basketball 1999.

Game day atmosphere is yet another project Mitch Barnhart addressed. Several "surprises" are around the corner to begin during football season. From skateboarding clinics at half time to other activities designed to increase fan enjoyment, Barnhart believes that new and innovative ideas are the way to entice a new generation of fans. He also wants to plan for activities to take place in these sports facilities during the summer months when they are not in active use. These include concerts, like when U2 came to the U of O, in addition to other marketing ideas. Barnhart hopes each of these programs will add to the overall enjoyment of sports and remind people of the good times associated with collegiate athletics.

The night also hosted several questions regarding the "exclusive" priorities of athletes here at OSU, specifically the act of priority course registration. This would allow all athletes to have selected registration before the

# UHC holds first OSU leadership summit ever



Photos By Seth Marbin

Scott McGregor, and Kyle Shaver (left) review notes at the event. Participants, including OSU President Paul Risser, Linda Pashke (center, far left and right), Corvallis Mayor Helen Berg, and City Manager Jon Nelson (right), dialogue with students.

On Saturday, May 16th, members from the newly elected executive councils of the Associated Students of Oregon State University, the Inter Fraternity Council, the Memorial Union Programming Council, Panhellenic, and the Residence Hall Association met and discussed their roles in student leadership and what direction they would like to see the university go in the next year.

The idea for a leadership summit came from a forum last spring about the Greek system. The noticeable lack of communication between student groups became very evident, and further discussion in the University Honors College Steering Committee prompted us to initiate a plan for a Leadership Summit. Twelve student leadership organizations were invited to attend, representing every student at O. S. U.

Larry Roper, Vice Provost for Student Affairs, Phyllis Lee, Director of Multicultural Affairs, and Les Risser, wife of O.S.U. President Paul Risser, supported the effort from the beginning and played important roles in deciding what kind of sessions would best fit the students' needs.



In the end, there were seven group discussions in two sessions. Discussion topics, with their respective discussion facilitators, included:

- Presidents and Coordinators (Donald Johnson, Assistant Director of the Memorial Union)
- Programming (Linda Paschke, Coordinator for Student Organization Development)
- Financial Management (Eric Hansen, Assistant Director of Residential Life)
- Publicity (Jill Schuster, Director of Marketing)
- Community Relations (Jon Nelson,

Corvallis City Manager; Mayor Helen Berg; and Chamber of Commerce President Julie Manning)

- Existing Diversity in Student Organizations (Cessa Heard-Johnson, Diversity Development Coordinator)

- Ethics in Leadership (Winston Cornwall, University Honors College Graduate Teaching Assistant)

In addition, President Paul Risser and Les Risser attended the Summit and participated in two group discussions.

Responses to the Leadership Summit were very positive, both from the facilitators and the participants. There is hope this will become an annual event that grows to encompass more student organizations and a broader range of topics. The Summit was a chance for new executive officers to come together, discover their common goals, and realize the potential that exists in student leadership across campus.

*This article was written by Kyle Shaver and Scott McGregor, organizers of the OSUHC Leadership Summit.*

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remainder of the students, to be able to fit in all of their needed classes.

Some students are upset by this for several reasons, most notably because of the labeling of athletes as more important than other "busy" students. Barnhart maintained that athletes deserve this privilege for three reasons: First, because of the requirements the NCAA places on athletes, they must declare a major by their sophomore year and make significant

progress toward that goal in the four or five years of their allowed schooling. Next, the practice schedules of athletes are unchangeable, and therefore most of their classes must be scheduled in the morning hours before it begins. Finally, the topic of priority registration has become an important pawn in the recruiting process, with those schools who provide it having greater success.

Barnhart stated that we should give athletes "every opportunity to be successful". This may involve computing facilities and building professor-student

athletic relations, in addition to the new prospect of priority scheduling.

Remaining questions ranged from the role of the OSU Marching Band to the possibility of a new outfit for Benny Beaver, but overall the forum ended on a positive note. Although Barnhart's time at OSU has been limited (six weeks), he attests to have strong faith in our programs, athletes, and coaches. According to Barnhart "It's very important that we have fan support," and he is the person to get the job done.

# Museum displays Egypt

By JENNI KELLINGTON

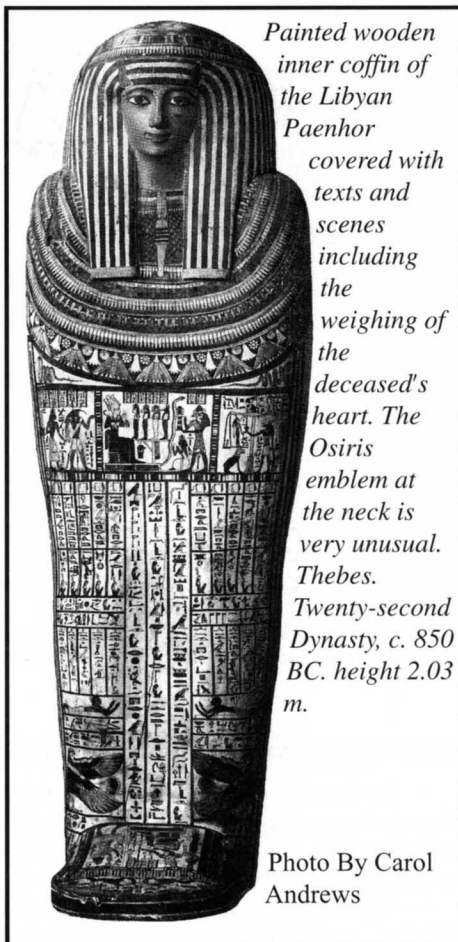
The Portland Art Museum is featuring an exhibit on ancient Egypt, called *Splendors of Ancient Egypt*. It is the largest of its kind to come to the United States in many years, and Portland is the only West Coast stop for this exhibit. It has over 200 masterpieces that take you from the Pre-Dynastic period to the seventh century, over 3,000 years ago.

The exhibit informs you about Egypt's many struggles for power and the intelligence possessed by the Egyptians, but most of the show seems to focus around the Egyptian's preparation for death and death itself. So, after seeing the presentation, or just learning about ancient Egyptians you might be led to believe they are obsessed with death. This is far from the truth. They are actually obsessed with life.

Egyptians believed that death was a path to the after-life. In fact, their most important god was Osiris, God of resurrection and after-life. Mummification came from the belief that the body must be reunited with the soul. The actual mummification of a body took about 70 days from death to burial.

First, the body was dried in natron and then washed in the Nile River. The brain was removed through a nostril, because it was thought to be an unimportant organ, and the heart was left in the body. Other soft organs were placed in different jars called canopic jars. Then, the body was wrapped in linen sheets.

Much work went into the funerary process. Beautiful coffins, masks, and amulets would be made for the deceased. Some Egyptians were buried with pots and cosmetic palettes (to grind make-up). The Egyptians were very careful to make sure that their deceased would have a wonderful after-life.



*Painted wooden inner coffin of the Libyan Paenhor covered with texts and scenes including the weighing of the deceased's heart. The Osiris emblem at the neck is very unusual. Thebes. Twenty-second Dynasty, c. 850 BC. height 2.03 m.*

Photo By Carol Andrews

If you have not already gone to see *Splendors of Ancient Egypt*, I recommend that you do so as soon as possible because it will only be here until August 16, 1998. It is an exquisite display of Egyptian art and artifacts. The presentation includes many beautiful statues, ancient jewelry, and various other works of art, ranging from paintings and coffins to a fascinating book written in Egyptian hieroglyphs. In the last room of the exhibit, there is a well-preserved mummy that makes for a great conclusion.

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it. Now his students think that the number might be the greatest rediscovery of the 20th century. This is accidentalism in its purest form.

"It scares you because we were supposed to be made in God's image, aren't you?" I asked.

"I'm not scared. You're just weird," answered Maria, still walking.

But if accidentalism is true, then there is no God, and we weren't made in his image. That takes the human race down a notch or two. It mutes that higher calling. And strips us of purpose.

It's a liberating concept. Without having to answer a higher calling, we don't have to waste energy worrying about such things as world hunger, war, inequality, or evil (if God doesn't exist in the accidentalist world, evil doesn't either, as one requires the other). We won't have to worry that India has a nuclear weapon, that systematic genocide of Kurds continues in Turkey, that racism flourishes in the United States, that riots are sweeping through Indonesia, that children are blowing the brains out of their classmates in our public schools. We won't have to worry about it because it's all an accident. As soon as it happens, it disappears, and we forget about it since these are simply nothing more than exceptions to the rule.

After all, we *have no control*, I thought to myself.

Just as I made the conclusion, I tripped over the exposed root of a tall, Doug-Fir and fell face first into a deep puddle of mud, newly born of the week's chaotic rain.

Maria could barely speak through her laughter. "Bet you didn't see that one coming," she said.

I squished the mud out between my teeth, and gave her a very dirty grimace. *Or do we?*



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# A River Runs Through It

By DAN BRAMAN

Last summer, as I was sitting in the last of my finals for Spring Term, I was hardly able to contain my excitement. I was going back to my old hometown to visit a friend for about a week. I had images in my mind of the small stream running through the forest behind town, and the countless hours we had spent there fly fishing in the twilight. The pools were clear, and the water was cold, as it tumbled through the boulder fields along the valley floor. I can remember seeing Osprey gliding through the air above the river searching for food for their newly hatched feather bundles.

As I was making the four hour drive across the Cascade Mountains, I found myself rushing through the turns, and speeding down the straight-aways. I was visualizing the old forest, and could feel the warm breeze against my face. In my mind I was sitting on a rock above a careening chute of water, watching the trout in the pool below swimming in circles in search of food. As I came over what I knew to be the last curve before dropping into town, I nearly screamed in disbelief.

What I saw was not the little lumber town of my youth. As I descended into the now sprawling town, I saw a big gas station/car wash where the old two pump service station had been. I saw a strip mall across from the empty building that used to be the general store and soda fountain. I saw a big national bank in the old city hall building. When I drove by where my old elementary school had been, it was almost impossible to believe my eyes. The old brick structure had been replaced with a modern cement and glass structure, and the ball field had been replaced with an asphalt playground. The old mill, which had been the center of commerce was no where to be found. In its place stood a golf club factory.

I was in a total daze as I drove up to my friend's house. Finally, I had found something that reminded me of my old home. The house was almost exactly the same as it had been ten years ago when I had moved away. The neighborhood was

not at all the same, but this one house remained.

After a few hours of amazing stories about how the town had grown from my podunk home to the sub-metropolis it had become, all I could think about was the stream, the canyon, and the anticipation of the next rising trout. My friend got a bit edgy when I brought up the idea of going fishing. He claimed he had a few things he had to finish up down at the office, and suggested I go up to the old creek by myself.

An eerie feeling came over me as I turned down the once dirt road, that was now smoothly paved, and lined with cement sidewalks and million dollar estates. Ten years ago it had been about four miles out of town where we road our bikes to fish the day away. Now I could not even see any forest, much less a stream, from the road I was on.

Soon I saw a sign that read "Soda Creek Recreation Area three miles ahead." A rush of relief came over me as I speculated that someone must have been responsible and preserved the trail along the beautiful stream. This relief was quickly dashed as I reached what they had dared to call a "Recreation Area"

I saw the stream I had loved so much choked with garbage. Beer cans were lying all over the ground, kept company by McDonalds' burger wrappers, and spent shotgun shells left behind by careless campers. There were a lot of people standing around, and for several minutes I could not understand why. They were all holding bait casting rods, and just standing around like the giant pines had once done.

Then I heard it—the beeping of a large truck backing up. When I turned around I saw a huge Department of Fish and Wild Life tanker truck backing up to the river. What I saw next was perhaps the most appalling

display of human treachery I have ever witnessed. The people who had ravaged this tranquil sanctuary of my youth began to descend to the riverbank with crazed looks in their eyes. The tanker truck opened its valve, and out spilled thousands of confused trout. None were over ten inches, but all over the eight inch state minimum keeping length. As soon as the flow stopped and the truck pulled away, the people started to hurl their ten-pound test lines into the water. I witnessed about fifty people limit out, with ten fish apiece, in about a half hour. Some people, who were in such a hurry for fear that someone else might catch their fish, would not even bother to kill the fish after ripping the hook out of its gills. They would just toss them in a plastic sack to suffocate, and return to the slaughter.

As I stood and watched in amazement I overheard one of them saying he was going to bring his five year old son up next time they stocked the river, and "teach him what good fishing was really like."

On the drive back into town I began to realize that I had prepared myself to grow apart from friends, and to lose some things I cared about in my life. I had accepted that as the way life was. However, I don't think I will ever get used to the idea of losing part of the world to needless pollution, and human greed. I know that progress does require the taking of land and natural resources for societies' use. What seems wrong to me, however, is that even the land we are setting aside as a refuge for nature is so often ravaged.

*The* **Pizza Pipeline**

**932 NW Kings Blvd  
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**Free Delivery**

# Guru

By RAVI PURI

You make us wanna live and learn a bit  
And try to stay with it, that's what you do.  
We think about ideas and all the things  
You throw our way, even when we are blue.

Before anything came between us  
You were giving a good impression  
Sending off good information  
While grabbing all of our attention  
We would say that is the way  
Promote all the nice things that you do  
And when we found out you're for real  
We had to tell the whole group

You make us wanna live and learn a bit  
And try to stay with it, that's what you do.  
We think about ideas and all the things  
You throw our way, even when we are blue.

Now what's cool, is you're the role model for us  
Knowing you can help us through  
What's sad is that when you're gone, you'll be missed  
But what can we do  
We can just say bye-bye  
Or strive with all the knowledge inside  
You might have to go, but can't even stay  
But you really shouldn't run and hide

You make us wanna live and learn a bit  
And try to stay with it, that's what you do.  
We think about ideas and all the things  
You throw our way, even when we are blue.

At this point,  
The situation's in control  
You can always lead us  
And we hope you never go  
'Cause, you make us understand things  
While the outside world is going on  
We'll try to always remember you  
Even when we're gone.

You make us wanna live and learn a bit  
And try to stay with it, that's what you do.  
We think about ideas and all the things  
You throw our way, even when we are blue.

# Riddles

Compiled By DAN BRAMAN

Here are a few little brain teasers to help get the creative juices flowing. The way they are supposed to work is like this: the numbers correspond to the phrase with missing words (first letters capitalized). Something like this: 16 O in a P means 16 ounces in a pound. Get it? Good. If there are any that are just too tough for you, the solution will be published in the fall. Good Luck, and have fun!

1. 3600 S in an H
2. 7 W of the W
3. 1001 A N
4. 12 S Of the Z
5. 54 C In a D (With the J's)
6. 9 P in the S S
7. 88 P K
8. 13 S on the A F
9. 32 D F at which W F
10. 18 H on a G C
11. 90 D in a R A
12. 613 B in the B
13. 8 S on a S S
14. 3 B M (S H T R)
15. 4 Q in a G
16. 24 H in a D
17. 1 W on a U
18. 5 D In a Z C (usually)
19. 57 H V
20. 11 P On a F T
21. 1000 W is what a P is worth
22. 29 D in F in a L Y
23. 40 D and N of R in the G F
24. 26 L of the A