

Cont. of Degeneration of Soy

of soy in their products. Fast food restaurants will often dilute the meat in their burgers with textured soy protein, as well as fry their food in the cheap and readily available soybean oil (it should also be noted that the cows from which those burgers are made are most likely fed soy).

This American overuse of soy-derived ingredients is a very new phenomenon. Until the latter-half of the 20th century, it seems Americans could have lifelong soybean allergies without ever knowing it. Historically, the legume was only cultivated in the United States for its ability to reintroduce nitrogen to nutrient-depleted soil and its potential for use in industrial applications.

You may now wonder why Asian doctors didn't draw a correlation between the consumption of soy foods and health problems long ago, since the legume was cultivated in the East prior to the construction of the pyramids at Giza in the relative, historical West. After all, doesn't the Japanese version of the Food Guide Pyramid contain a separate sector just for soy - one near the bottom? While it is true that many of the most familiar soy foods such as soy sauce, tempah, and miso originated in Asia and are still eaten in abundance there, apparently the fermentation process that the majority of soy consumed in the East undergoes renders the potentially harmful antinutrients benign.

The question of how much unfermented soy a person (without a diagnosed soybean allergy) must eat before they clearly show signs of suffering from the expected negative symptoms is still widely debated. However, if the consumption of unfermented soy truly is dangerous, and if there really are easy, historically employed alternatives to preparing foods with soy-derived ingredients and relying on soy foods as major sources of protein or calcium in the vegetarian diet, then isn't the question of how much soy you must eat before suffering its ill-effects really just a red h e r r i n g ?

Failing In College Is Not What It seems By Khulud Khudur

"Our greatest glory is not in never failing, but in rising up every time we fail" She received a paper, and it was not bad, just a few errors. Then she decided that it is good, with the reasoning that it was not an F paper. In fact, it was a C paper. Then after some time, she convinced herself that she knew the materials in that class, and, no need for further studying. Again she used her reasoning, but this time, her reasoning was a bit different. Her reasoning this time was that she answered a few questions in class, resulting on the lack of need to study. There is a plethora of effects that stir up from failing in college.

As a result of failing, a student will begin to acknowledge that he/ she is actually failing in college. "What you do not acknowledge you do not change" The very first thing in solving a problem is simply recognizing that it exists. For example, if a student does not realize that he or she is struggling with a class, he or she would not have strong emotions that motive him or her to do something. The realization would illustrate an error that something is wrong. That recognition would have an effect or a reaction, just like anything in

life. But the reaction that takes place here is an emotion, or at times it might be a mixture of emotions.

In addition, that previous acknowledgement would provoke strong emotions. When a student encounters that realization, there seems to be a link of emotions that follows. That student might get angry. In other cases, that student might get sad or disappointed. Furthermore, there might be a mixture of emotions that might result. For example, one might be angry that he or she failed in college and also disappointed that he or she did not do his or her best in preparing for an examine.

That strong emotion would, with time, turn into motivation, but not in all cases. There are students who turn these emotions into motivation. To better herself, Shonna Graham confessed that when she sees herself on that path of failure, that motives her to seek extra help by meeting with teachers and reading over her textbook (Personal Interview, Graham). Here, Shonna turned that emotion of feeling disappointed into motivation and then later action. It is understood that no one wants to feel these emotions, so some students feel the urge to

do something.

Finally, that motivation results in action. Some people want that extra push or disincentive to do something. People do not normally do things if they do not have something to provoke them. That motivation is like inspiration, which allows a college student to shoot for the moon, so even if he or she misses, he or she will be among the stars (internet, Brown).

Failure is not what it seems. Not until a college student has reached his or her ultimate low can he or she get a reality check to do something about it. First he or she must acknowledge his or her mistake. Acknowledgement consists of taking responsibility. Then that acknowledgement provokes some emotions. The emotions vary, and sometimes it is a mixture of complex emotions. What follows next is that previous emotion results in some action. That action is usually a positive action that results in success, the opposite of what the college student initially started with. This chain of events, which initially started with a negative thing, provoked positive outcomes.