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Regional Kulongoski's son convicted of rioting Sentenced to community work, fines, probation

(AP) — The son of an Oregon insurance commissioner was placed on probation and ordered to perform community service work Monday for his part in a bottle-throwing incident last spring near the University campus.

Justin Theodore Kulongoski, 18. was placed on probation for 18 months, was ordered to perform 80 hours of community service and was told to pay restitution and court assessments totaling \$971.74.

Kulongoski was one of five people arrested as Eugene police dispersed a mob of 300 to 500 young people gathered for a street party at East 14th Avenue and Ferry Street last May 5. Police said Kulongoski threw two beer bottles at officers. One of the bottles landed near an officer and the other broke the rear window of a patrol car.

Kulongoski, the son of Oregon insurance

commissioner and 1982 Democratic gubernatorial candidate Ted Kulongoski, pleaded guilty in August to a charge of rioting. His sentence is comparable to what others arrested at the party have received.

During sentencing Monday, Lane County Circuit Judge Maurice Merten termed the incident "a big drunken brawl."

"You ever see anybody get hit in the face with a full beer bottle?" Merten asked Kulongoski.

The judge described himself as having a "well-deserved" reputation for being hard on people who violate terms of probation.

"I order you to stay out of trouble, how hard can that be?" he said to Kulongoski. "I don't expect you to be back, but if you are, expect to go to iail."

Experts discuss classical education

Seattle (AP) — Some experts in higher education in Washington state doubt a classical approach to education recommended by the National Endowment for the Humanities will be enough for students who'll be living in the 21st century.

Others say it's a good idea that doesn't go far enough.

The endowment Sunday released results of a Gallup Poll that found many college students don't know when the Civil War occurred or what the Magna Carta was.



Endowment chairwoman Lynne V. Cheney also offered colleges and universities a study plan of 50 course hours in five areas of knowledge, aimed at providing students with a foundation in foreign language, mathematics. science, culture and civilization.

University officials in Washington state say the endowment highlighted a problem common to many American universities and colleges, but some found the "50 Hours" proposal too traditional and conservative.

Dr. Fred Campbell, assistant dean of undergraduate education at the University of Washington, said colleges should not spend most of their time on remedial education that students should have received in high school.

Dr. J. Robert Wills, academic provost of Pacific Lutheran University, said the Gallup Poll measured only factual knowledge and not all of what students really know.

"Higher education in the '80s ought to prepare students for the 21st century and not just reinforce the 19th," Wills said.

"I really don't care how students did on that multiple choice test," he said. "I care if students can think, reason and make good decisions that help prepare them for the world, and those things are hard to measure."

But the Rev. William J. Sullivan said ''50 credits won't do

at Seattle University."

The Seattle U. president said he was delighted to see the interest the report has generated. But he said he was concerned the proposal lacked basic elements that have been part of Seattle U.'s core curriculum for years.

Judson Shaver, director of the Jesuit university's core curriculum, said it includes 71-73 credits and all core courses are designed "to develop the skills and powers of critical reading, thinking, writing, quantitative reasoning, multicultural awareness and more."

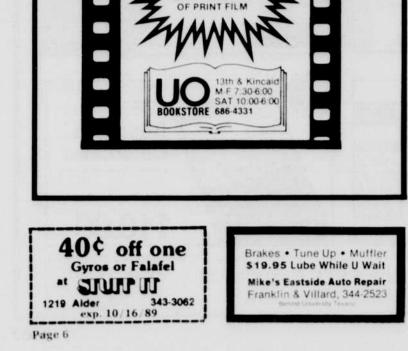
Dr. Larry DeLorme, associate provost of Western Washington University, says the real problem is deciding what contemporary students should be learning. It's become difficult to teach all that should be taught, he said.

"Should we continue to measure all students based on what other generations knew or is it more important to prepare them for the future?" he asked.

"Essentially what NEH appears to be advocating is a curriculum that served higher education in the 19th and 20th centuries, which was a great time of upheaval. If a liberal arts education is meant to make us more understanding and compassionate of ourselves and others, then we have to ask ourselves how well has this curriculum worked." DeLorme said.

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