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MEMORIES

Continued from Page 11B

for breakfast. Some woman made a rude comment about my breakfast and said 'Oh that's terrible' and she gave me a dirty look. She was self-righteous about it. The clerk put her in her place after she left," Curtis said.

Aline Baissac, a graduating senior in sociology and romance languages, had her most memorable experience in college, not here in Eugene, but on a University program to Ecuador.

"I just learned so much and met some really great people who could look beyond their world and understand more," Baissac said. "My host family didn't understand anything I said the first day. They told me this a few weeks later when I could talk better.

"That experience has made me wish to travel more and learn more about Third World countries. That's why I've decided to go into the Peace Corps. I'm going to Africa in six weeks to teach english," Baissac said.

Jon Motohiro, a graduating senior in marketing and manage-

ment, said the memory that stands out most in his mind is his first impression of Eugene.

"The first thing you look back on is what you thought of school. I saw a field of sheep by the Eugene airport and thought what did I get myself into. The airport was one little shack and now it's totally different," Motohiro said.

"Coming to the University, I had no idea where Eugene, Oregon was," he said. "The first thing I did was go straight to the encyclopedia. Our perception of Oregon is so limited and when you see a small airport and sheep you think uh-oh."

Rachel Pollin, a graduating senior in sociology, had two memories that stood out above the rest. One was very recent for her of the Rodney King trial protest on campus and the other was being a facilitator for women's studies classes.

"I was upset about the trial so I got out of classes early and went to the protest. It was the first time I as a college student heard black voices on this campus. I knew of racism before but never heard about it from the

mouths of the people who experienced it," Pollin said.

"I felt the power of people who cared coming together making a statement. I was scared when people started breaking the windows. The most powerful moment was when we raised our fists for a moment of silence.

"I found facilitating women's studies to be an eye opening experience. I learned about overcoming homophobia. I learned that I had been raised in a homophobic environment. Learning to overcome it was the most important part of my experience. It was the first time I had positive role models that were lesbians.

"The facilitators were a tight group and we would go bowling and hang out together," Pollin said.

This is just a small sample of the wide variety of memories the graduating seniors are taking away with them. Enjoy your time at school because before you know it you may find yourself reminiscing about your times at the University.

—Mia Bertelsen

SCHOOL

Continued from Page 8B

ing on the GRE, so it should be taken while still in school, even if the student does not plan to go to graduate school directly after graduation.

The results of the test are valid for five years. Students should also check to see what other tests the school or department they wish to enter may require.

Financial assistance in graduate school is seldom based on need as it is with undergraduate study. Applications should be submitted early, because schools often make decisions on students before the deadline. Support can be offered in a variety of ways, including fellowships, tuition waivers and loans.

"Graduate schools are very interested in students who have a specific purpose and long-term goals," Strange said. "Good students can usually get some form of support."

For some programs it is wise to take some time off after re-

ceiving a bachelor's degree and spend some time at a job, before applying to graduate school, according to a guide for prospective graduate students prepared by the Council of Graduate Schools in Washington D.C. Often these programs consider that the quality of a person's experience in the work place after the bachelor's degree is as important as a good academic record.

Strange, who is also co-author of the book, *Applying To Graduate School*, agrees.

"For students who want to take some time off before going to a master's program, they should remember to stay in contact with people about letters of recommendation," she said. "They should also consider taking some community education classes or doing volunteer work."

The University offers a variety of master's programs, including music, business administration,

architecture and allied arts and journalism, as well as offering integrated interdisciplinary studies, which are planned according to individual interests.

There were 1,768 master's students and 1,246 doctoral students enrolled at the University for fall 1991, with the average age of master's students being approximately 32.

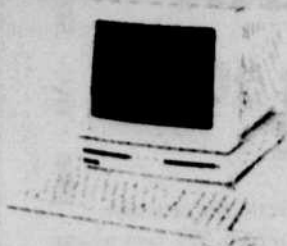
The University's schools and departments determine their own specific requirements for graduate admission and degrees. The Graduate School requires 45 credits, with at least a 3.00 G.P.A. in all graduate courses taken in the degree program. Some departments require more credits and may require additional transcripts and/or tests for entrance into certain programs.

Graduate classes for fall 1992 begin Sept 28 and applications are due by July 17.

—Tonya Robison

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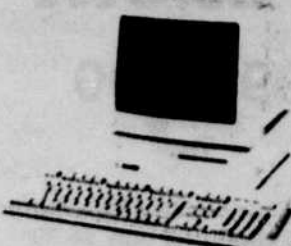
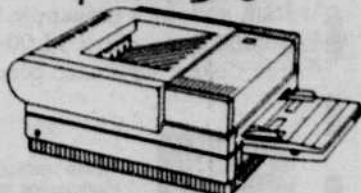
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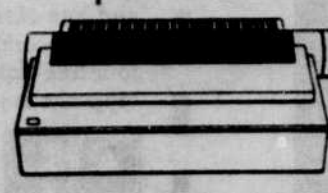
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