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UO students try to stop logging

The Associated Press

DETROIT — Four University students were among anti-logging protesters who tried to block traffic Monday morning on Highway 22 east of Salem with an elaborate rope rigging with people in it, but a truck drove through and knocked it all down.

Protesters said no one was hurt.

Members of Cascadia Forest Defenders have been trying to stop logging in the Santiam water-

shed in the Willamette National Forest, saying it will send harmful sediments into the river and harm the city of Salem's water.

"What we want to do is draw attention to what is being done," said spokeswoman Lisa Wisniewski. "There aren't so many of us that people can be out there 24 hours a day. We need to draw attention to the sale so people who have power can exercise it and do good for the city of Salem."

Wisniewski said protesters set

up their roadblock at about 5:30 a.m. 22 miles south of Detroit at the turnoff for a road leading to the logging site. The University students were on platforms 40 feet above the road and four more were locked to the rigging on the ground.

Before the roadblock had been up for an hour, a truck drove through, knocking it down, she said. There was no immediate word from the Forest Service or Marion County sheriff's deputies.

Goals: Higher Ed. budget presents challenges

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Kitzhaber said.

Kitzhaber stressed the distinction between traditional education and the new proficiency-based education.

"Instead of employment applications asking how many years of schooling you have, they will ask 'What can you do with that education?'" he said.

A danger that colleges and universities must avoid, he said, is becoming too rigid in their pursuit of standards.

"We are not preparing students just to enter the work force, but to be parents and citizens in a democracy," Kitzhaber said. "What the students take out the door must enable them to function in the working world. It can't be just a job training center. That's not what education is about."

After his speech, Kitzhaber fielded questions from the 250 audience members, most of whom were Oregon higher education administrators and teachers.

One person asked if the governor felt the legislature supported higher education.

"I don't think any legislator would say they are against it, but they seem more concerned with balancing the budget. The budget docket should reflect our value of education, though," Kitzhaber said.

The theme of financing higher education ran through several more questions.

"We haven't given teachers the resources to teach this new system. It's that simple," Kitzhaber said. "Teachers need the resources for professional development. We haven't done that. We may have to prepare for a failure in the next two years because of this."

Kitzhaber was the keynote speaker at a two-day conference sponsored by the Oregon State System of Higher Education, the Office of Community College Services and the Oregon Department of Education.

The conference planners hope to examine how higher education will cope with these new students.

Kati Haycock, director of the Education Trust in Washington D.C., and David Conley, director of the Proficiency-based Admission Standards (PASS) Project, are scheduled to speak today.

Position: Gleason will not teach during school year

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of the press to photojournalism and communications research. With faculty colleagues Al Stavitsky and William Ryan, he has developed courses on information gathering, net resources for journalism students and communications law for a distance education project. Currently, he is developing a communications law site on the Internet.

In 1990, Gleason was the first recipient of the School of Journalism and Communications

Marshall Award for excellence in teaching. He also received a Poynter Institute award for Media Studies Teaching Fellowship for Ethics Professors and was one of 21 educators selected in 1993 to attend the ninth annual Leadership Institute for Journalism and Mass Communications organized by the Freedom Forum Media Studies Center.

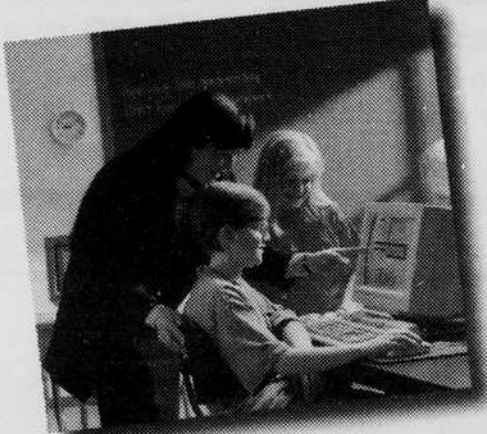
Gleason will not be teaching in the upcoming academic year because the demands of being a dean in the higher education sys-

tem make it impossible to spend time in the classroom, he said.

"I hope to continue to know students and to be actively involved in the school's activities," Gleason said. "That's one of my goals, although at this time I don't know how hard that will be."

Gleason has not decided if he will pursue a permanent residence as dean once his interim position is over, and said if he doesn't, he wants to continue teaching at the University.

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