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Portland State perspective

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THE WARREN KING REPORT — A SPECIAL ISSUE



UNIVERSITY ANNOUNCES NEW ALUMNI SERVICES

Beginning November 1, the University will introduce a series of special new services for graduates of Portland State, including:

- Alumni Identification Cards
- Alumni Parking Permits
- Alumni Placement Services

For additional details about these new alumni features, see pages 2 and 12.

Chicago Firm Studies Oregon System

Warren King & Associates, a Chicago consulting firm, was hired by the 1969 Legislative Fiscal Committee to make a management study of post-high school education in Oregon, with special emphasis on the State System of Higher Education.

The \$225,000 study, commonly known as the Warren King Report, has been the subject of widespread controversy since it was previewed last July. The report generally has been condemned by Oregon newspapers, and undoubtedly will be both praised and damned when it is brought before the next session of the Legislature.

To help put the report into perspective, we asked two legislators of diverse views to analyze the Warren King recommendations. Reviews by State Senator L.W. Newbry, chairman of the Legislative Fiscal Committee, and State Representative

Robert Ingalls appear on Pages 6 and 7.

This issue of *Perspective* also carries remarks made by witnesses who appeared at the October 2 meeting of the Legislative Fiscal Committee. They include Roy E. Lieuallen, Chancellor of the State Department of Higher Education; Dale Parnell, Superintendent of Public Instruction; Dr. Floyd K. Stearns, Executive Director of the Educational Coordinating Council, and James L. Davis, Chairman of the Interinstitutional Union of Students of the Oregon State System of Higher Education.

Following are highlights from a summary of the report released by Warren King in late July:

This final report completes our study by presenting the requirements for improving and strengthening the overall management of public higher education. Moreover, these recommendations should enable greater return on each dollar invested in the system. Our study has disclosed opportunities to save over \$13.6 million annually in operating costs and to defer a minimum of \$5.5

(continued on page 3)

■ Chancellor Roy Lieuallen (left) and State Senator Victor Atiyeh, at October meeting of Legislative Fiscal Committee on Warren-King Report.



■The car of Fred Gast, Foundation Board alumni representative, is all "dressed up" and ready to park at PSU facilities on weekends and evenings.

ID CARDS LAUNCH ALUMNI SERVICES

A series of new services designed especially for Portland State graduates will be inaugurated November 1, with the issuing of personal alumni identification cards. The cards will offer graduates the opportunity to participate in a variety of campus services available for the first time at special alumni rates, in addition to benefits which may be utilized through presentation of ID cards alone.

Cards, costing one dollar and effective through June 30, 1971, may be secured by completing the coupon below and mailing it to the alumni office.

With identification cards, graduates may purchase PSU alumni parking permits which provide evening and week-end parking privileges in the University parking structure and lots. The permits, good through June 30, 1971, may be purchased for six dollars at the parking window in South Park Hall lobby, Monday through Friday, 8 a.m. to 5 p.m. and at the cashier's window from 5 p.m. to 8:30 p.m.

PE Alumni Programs Open

Graduates may also take advantage of the physical education evening program now in its third year. The family program, scheduled Tuesday evenings, 7 to 8:30 p.m., provides graduates and their families the enjoyment of swimming in the University's Olympic-size pool in the PE building, SW Tenth and Hall.

Each participant must furnish his own swimming suit and women must wear caps. Regular pool regulations are in effect and parents must accompany their children in the pool. A pool supervisor and lifeguards are on duty.

Special alumni rate, with an alumni ID card, is \$25 per family through June 11, 1971.

The physical education program for single alumni and couples is Wednesday evenings, 6:30 to 8:30 p.m. Participants may use the swimming pool, any gyms not in use for scheduled student activities, handball courts and weight room. They must furnish their own swimming suits, gym clothing, handball and gloves. Gym shoes must have soles which do not mark the floor. The University will furnish towels, lockers and padlocks for the evening. Handball courts must be reserved at the issue room. A one-hour time limit is in effect whenever people are waiting for courts. The facilities are open to alumni only and no guests are allowed.

Special alumni rate for the Wednesday night program is \$10 per person (or \$20 per couple), with alumni ID card, through June 11, 1971.

Alumni Placement Service Operating

An alumni placement service is now available at the University placement office, organized to introduce a wide range of employer opportunities to PSU graduates. It also gives employers throughout the country the capability of locating graduates seeking new professional opportunities.

Graduates interested in the alumni placement services should contact the placement office, fourth floor of the new University Services building, SW Sixth and Montgomery. They will provide registration forms which place graduates' names and professional qualifications in a computer system. Alumni backgrounds are stored for immediate access by prospective employers, who through the computer can search for employees who may qualify for their current professional openings.

Graduates' professional resumes remain available to employers for consideration for six months, after which time names are removed and the PSU placement office advises participating alumni of the number of referrals their resumes received during the six-month period. There is no limitation to the number of times PSU alumni resumes may be referred to potential employers.

(continued on page 3)

PSU Alumni Activities Program

Name _____ Degree _____ Year _____

Social Security Number _____ Telephone _____

Address _____

City _____ State _____ Zip _____

☐ I would like a personalized PSU Alumni identification card for one dollar.

☐ I would like to join the PSU Family Alumni Swim program for \$25.

☐ I would like to join the PSU Single Alumni Recreation program for \$10. (Couples, \$20.)

Participants in PE programs must purchase alumni identification cards which will be validated for admission to PE facilities.

My check for _____ is enclosed.

Please make checks payable to Portland State University.

CONSULTANTS SUMMARIZE \$225,000 STUDY

(continued from page 1)

million in capital expenditures through improved utilization of existing instructional facilities. An additional \$10 million savings in capital expenditures should result from implementation of comprehensive planning at the institutional and state levels. With capital expenditure requests for the four-year institutions totaling about \$291 million through the 1973/75 biennium, this represents a very conservative estimate of the impact of improved planning on higher education. These savings opportunities are a summation of the improvements recommended in the nine previous reports on the four-year institutions and in this document. The following paragraphs summarize the actions required to improve the state-level management of public higher education in Oregon.

Organization

The existence of 21 separate public four-year and two-year institutions of higher education with a combined full-time-equivalent enrollment of 71,000 students represents an extremely complex and demanding management task. Thus, the establishment of an effective organizational structure is vital. With the rapid development of the community colleges, it is increasingly evident that all higher education must be addressed as a singular entity. This includes not only the central management of all public colleges and universities but also the establishment of an appropriate interface with the independent institutions. Another urgent need is to establish a management structure that facilitates and recognizes that local administration is the proper level to apply comprehensive management at each institution. These underlying conditions are the basis for the following major recommendations:

Reorganize higher education in Oregon to enable more effective management of the public four-year institutions and proper coordination of public and independent colleges and universities.

Abolish the Educational Coordinating Council.

Eliminate the Oregon State Board of Higher Education, as well as the Chancellor's Office and staff.

Establish a Board of Regents and executive staff as the vehicle for sound management of the public four-year and two-year institutions and for development of an appropriate interface between public and independent higher education.

Establish Boards of Trustees over each of the public four-year institutions of higher education.

ID CARDS

(continued from page 2)

Members of the placement office staff will be pleased to discuss or correspond with graduates concerning any career opportunities resulting from participation in the graduate placement service.

Additional services for Portland State graduates are now being planned and will be announced in subsequent issues of *Perspective*.

To apply for your PSU alumni identification card, or to join one of the special PE programs for alumni, complete the form on page 2 and send with your check to PSU Alumni Office, Portland State University, P.O. Box 751, Portland, Oregon 97207.

Financial Management

The state board's system of fiscal and budgetary reporting has not kept pace with the growth and sophistication of the public four-year institutions of higher education over the past 20 years. Although major changes in fiscal systems are being developed, it is not yet evident whether all the necessary improvements will be effected. In addition, the state support requests for public higher education require substantial improvement in both format and content. There must be greater legislative understanding of the needs of higher education, and the requests must be based on valid criteria. These recommendations are designed to improve the financial controls and management data within public higher education:

Develop biennial and annual budgets on cost-supported bases that are compatible and meaningful as management guidelines.

Present the biennial appropriation request to the Governor and the Legislature in a clear and concise format.

Revise the budgetary system to provide meaningful financial control at the institutional and state levels of management.

Install an accounting system that clearly displays higher education financial results.

Use budgetary standards and the proposed management information system to compare inter-institutional performance, develop model budgets as institutional guidelines, and determine optimum economic size and program mix for Oregon public higher education institutions.

Establish an internal audit program at each institution.

Management Systems and Computer Services

The administrative systems requirements and computing needs of public higher education have not been met. Both senior universities – the University of Oregon and Oregon State University – possess powerful computing facilities. The other four-year institutions and the community colleges have limited or no capability at all. The Oregon State Board of Higher Education operates a data processing facility which is striving to meet a portion of the administrative needs of the four-year institutions. In addition, other independent efforts to meet educational computing and systems needs are being made by intermediate educational and other school districts. This disjointed approach has not produced major achievements. Significant opportunities for improving the economy and results of such efforts are available through implementation of the following recommendations:

Design a common institutional data base to serve as the nucleus of a management information system for each college and university, as well as the board's office.

Develop uniform administrative systems and procedures to serve the common needs of public higher education.

Establish an institutional services center funded and operated by the proposed

Board of Regents.

Prepare a long-range plan providing detailed implementation procedures for meeting the computing and data processing needs of public higher education.

Planning

One of the most important problems facing public higher education in the United States today is the lack of planning. Sufficient recognition has not been given to planning the development and use of the resources committed to higher education in a manner consistent with the magnitude of dollars involved. In Oregon, planning is usually fragmented among several functions at each institution. Moreover, no comprehensive plan has been developed for all public higher education. To ensure that the educational purposes of the state as a whole are met with minimal expenditures and maximum quality and quantity, the following actions are recommended:

Develop a state-wide master plan to guide the growth of public higher education.

Develop a system of comprehensive long-range planning.

Concentrate efforts of the Division of Continuing Education on program and syllabus development of noncredit courses to be offered by the four-year institutions and the community colleges.

Increase space utilization through the application of improved procedures.

Defer additional capital investment until a state-wide master plan for the development of public higher education has been completed.

Implementation

To realize the potential benefits of these recommendations, there must be rigorous effort and constant attention by an authority vested with this responsibility. Since the structural changes recommended have major impact, dissolution of the existing organization and the creation of the Board of Regents with its executive staff should receive first priority. Incisive analysis and close attention will be required for a smooth transition from the current organization to the Board of Regents' structure and for assimilation of the appropriate personnel and structural elements of the existing system. At the same time, the study recommended to develop a detailed plan for establishing the institutional services center should be pursued. Once these two major efforts are well underway, the other suggested changes can be initiated.

The assumption of responsibility for the community colleges by the new Board of Regents is essential to the establishment of an adequate organizational structure for public higher education. However, this step should follow the assumption of these same responsibilities for the four-year institutions and the development of a state-wide master plan by the board so an orderly transition is effected. In other words, the implementation approach must proceed in a logical manner, precluding the creation of additional problems due to the transition itself.

—SAYS LIEUALLEN

By R. E. LIEUALLEN,

Chancellor, Oregon State Department of Higher Education

Occasional external reviews provide desirable stimuli for re-examination of management practices and procedures. As a consequence of the review of our management practices and procedures by Warren King and Associates we have experienced one of these stimuli. (Parenthetically, it should be noted that Ernst and Ernst conducted a somewhat similar examination 5 years ago, and the fact that we are still involved in the implementation of those earlier recommendations suggests to us that those external stimuli should be well-spaced.)

The Report contains many useful and helpful suggestions and recommendations, and it is our intent to pursue them. In fact, the Report identifies many problems to which we have for some time been giving our attention. One of the disappointments of the Report is its failure to focus on the steps already being taken by the Department to attack those problems.

Before responding to the specific recommendations, I want to speak to some other elements of the Report which I find somewhat disappointing.

1. The Report appears to me to espouse a sound concept of administrative theory when it states, on page 16, that "institutional management is the responsibility of the President and his administrative staff at each school," and then adds, on the following page, "A central board should be responsible for establishing a framework of policy and standard procedure within which each institution can meet state-wide higher education needs."

I believe this is sound theory, and the Board of Higher Education practices that theory. The Board delegates administrative responsibility to the presidents, and it concentrates its own efforts on policies and uniform procedures.

On page 14 of the Report, however, the consultants allege that the statutes creating the Board (and the Chancellor's Office) intended to establish direct Board management and control of the four-year institutions of higher education. They go on to reaffirm this view by stating that, as the Board's executive arm, the "Chancellor's Office does not function as the highly centralized management body created by statute in 1929." Additional reaffirmation appears on page 18 of the Report where the consultants conclude that the Office of the Chancellor was established in 1929 by the Legislature to manage the institutions on a "centralized basis" and further that all controls and major institutional decisions were to emanate from his office."

Thus, the consultants criticize what they allege to be our failure to exercise direct and central management of the institutions.

It needs to be said that nowhere in the statutes is there any language directing the Board of Higher Education to exercise "highly centralized management" of the institutions. Further, contrary to the language of the Report, the statutes do not suggest that all controls and major institutional decisions are to come from the Chancellor's Office. In fact, the statutes make no reference at all either to the Chancellor or the Chancellor's Office. Actually, the position of the Chancellor was created by the Board in 1931, rather than by the Legislature in 1929.

The main point that I want to make here, however, does not relate to this inaccurate interpretation of the statutes. Rather, it relates to what

appears to me to be a logical question which needs to be asked. That is, rather than criticizing the Board for failing to carry out a non-existent legislative admonition to engage in direct management and control of the institutions, why did not the consultants credit the Board with its insistence upon sound administrative theory in the day-to-day management of the institutions by delegating administrative detail to the presidents and by reserving policy issues to itself?

2. In several places the Report refers to "management by consensus," a reference obviously intended to be disparaging. Yet John J. Corson, a prominent business consultant, analyzing the management of colleges and universities last month in Kansas City, described their management as essentially a political task of obtaining consensus. He referred, it was clear, to the political task of seeking consensus around a proposal, not to simply polling institution executives to identify the greatest common denominator.

It appears to me, that at both the system-wide and institutional levels of administration, obtaining consensus for an idea or a proposed course of action is a key task of administrators. This does not mean that divergent or dissenting views are not encouraged. In fact, they are actively sought. In the end, however, if we are to function as a coordinated system, there must be agreement (or if you will, "consensus") regarding our objectives, the policies decided upon in order to attain those objectives, and the day-to-day implementation of the policy decisions.

This brings me to another statement made in the Report concerning this supposed management by consensus. On page 18 the consultants allege that the Chancellor presents "the positions and desires of the nine institutional executives to the board." The nine executives are somewhat surprised at this interpretation. And further, even the most cursory examination of the board's minutes will reveal that such is just simply not the case.

3. I was also disappointed by the inaccuracy of the allegation that the Board of Higher Education has been overburdened by administration and has been forced to involve itself in "multitudinous institutional details." A convincing case can be made for the heavy burdens of their offices, but the burdens are created not by "multitudinous institutional details" but by zealous attention to system-wide policy and budget matters and to other statutory responsibilities. A more careful study of how the Board invests its time would have revealed the inaccuracy of the allegation.

4. On page 17, the Report criticizes the Board for concerning itself with "the review and approval of...academic programs...." I believe that the provision of coordinated educational services requires a system-wide governing board to review and approve new academic programs. Otherwise, coordination would be largely non-existent. And, of course, ORS 351.200 requires such review and approval. In fact, surprisingly enough, the Report itself urges, on page 20, that the proposed new Board of Regents continue to do what, on page 17, it criticizes the present Board for doing.

5. On page 18, the membership of the Educational Coordinating Council is inaccurately listed. Board of Education and Board of Higher Education membership on the Council was dropped several years ago.

6. Also on page 18, near the bottom, the statement is made that the "present system does not recognize the need for comprehensive information



systems to guide the management of either the institutions or the system as a whole."

Even the briefest examination of our activities would disclose the inaccuracy of that criticism. Student data are collected in accord with system-wide definitions; faculty data and physical facilities information; housing and food service, etc. The systems must be more comprehensive — but we knew that!

7. Throughout the Report the consultants ignore the added costs of certain recommendations, and assume ready, but largely undocumented, dollar savings resulting from other recommendations. For example, it is suggested on page 34 that \$6 million could be saved in 1976 if the expenditure per student could be reduced by \$100. That's a true statement — but not very instructive.

8. Page 27 begins with the statement that "the parameters used to determine where an institution's requested budget is too high or too low should not be based upon the premise that a 10 per cent or 8 per cent or 6 per cent increase in funds is a palatable framework for legislative and executive approval." We agree. The statement, however, is a straw man. Members of Ways and Means, who have become accustomed to looking at substantially larger increases, will agree, I'm certain, with my conclusion about the straw man.

9. On the same page, the estimation is made that 27,000 full time equivalent lower division students could be taught with 100 teachers with instructor rank at a standard cost of \$850,000. Aside from the fact that a staffing ratio of 270:1 is a large leap from the present budgeted ratio of 21:1, the estimation is based upon the questionable assumption that only teachers of instructor rank should teach lower-division students.

I am in complete disagreement with this assumption. As you know, the quality of instruction at the undergraduate level is one of the great problems plaguing higher education both nationally and here in Oregon. I might add parenthetically that the House Task Force on Higher Education in 1969 devoted a great deal of attention to this thorny problem. The answer does not lie in having all lower-division courses taught by faculty at the instructor level, as the Report seems to advocate.

—AND SAYS PARNELL

By DALE PARNELL
Superintendent, Public Instruction

From town hall meetings and talking with hundreds of people in Oregon, I am convinced that the average citizen doesn't really care much about state-level governance of education. He does care about whether education is meeting him at the point of his needs, and the needs of his family. Secondly, he does care about the cost...

To say it another way, the average citizen is more interested in the delivery of educational services than he is in administration or governance. If he feels a system is responsive to him, and if he feels the system is stretching the dollars as far as they will reach, then he is convinced it is a pretty good system, regardless of governance. Therefore, I shall not direct my remarks toward supporting or negating any particular system of governance. Instead, I would like to outline some principles to be considered in designing any system of education governance. It seems to me that the King Report did not touch these areas in breadth and depth.

The Problem

A clear presentation of the problems that arise from the present system of governance should be developed. I have been critical of the King Study because I felt a clearly stated analysis of the problem was missing from the report. It seems to me they analyzed the situation as it exists, then jumped immediately to discussion of solutions.

Education is too important to leave to chance, and so we must analyze and design the system to do what we really want it to do; then, pinpoint the responsibility. But, preceding the design of any system — and I do plead for an overall system design — must be a statement of the problems germinating from the present system.

Goals and Objectives

Whatever the system is to accomplish must be clearly defined in performance terms, and also defined for each segment of education. A system for reporting the achievement of these goals must also be designed. Let me give an example of what I mean by goals in an area where I think the King Study missed completely. Manpower training is one of the fundamental goals of public and non-public higher education. Manpower training was not mentioned anywhere in the King report, in spite of the fact that division of federal vocational funds between high school and post-high institutions is a tough state governance problem. It is fundamental in system analysis to hold the goals of the organization up against the achievement and accomplishment of these goals. The King Report spent much time on solutions without clearly identifying the goals for each segment of higher education of this state, and the problems that emanate from the failure to accomplish these goals...

One of the fundamental goals of the community colleges of this state and perhaps the overriding goal is to serve that segment of the population that has not generally been served by the four year colleges and universities. This means that vocational education must be a prominent part of the community college system if the community college is to adequately serve that segment of our population. Now, if the four year colleges and universities embark upon a strong enrollment limitation program whereby large numbers of col-



lege freshmen and sophomores are diverted to the community colleges this has implications for the community colleges. Will this change the goals and the mission of the community colleges of this state? It is my opinion that it will to some degree. If the goals of the community colleges must be changed, this should not be treated lightly and should be a conscious public policy change.

This goal change should be widely disseminated so that each local community college board, administration, and faculty can handle the charge: "You have done just what we said that you would do, you are trying to become a little university." All I am really trying to say is that under any kind of system of governance, the goals, missions, purposes of that segment of education should be clearly outlined by the legislative assembly. Just what do the representatives of this state expect that governing body to accomplish?...

Political Power and Responsiveness

As a matter of public policy it seems important that all segments of education have equal access to the legislative body (unless priorities of importance indicate one segment of education is deemed more important than another). All segments of education should be treated equally in terms of governance, policy-making, political power structure, and funding. The King Study did discuss the principle. On the other hand the system must be so designed as to promote responsiveness to the supporting public.

Private Schools

The King Study...left out the important segment of nonpublic education, involving the four-year colleges and the private vocational schools. They are a fundamental part of any system design in education.

Accountability

It is fundamental in the design of any system of governance to design for accountability. This simply means clearly stating objectives in measurable or at least observable terms and develop a system for measuring progress toward these goals and objectives. What do we promise to deliver in educational services and how well do we fulfill our promises?

Those of you who have served in the legislature know the problems encountered when you are

called upon to make decisions from limited information and without hard-headed evaluation of previous investments. The King Study did not really spend much time on this aspect of the governance of education. Planning and evaluation are so closely intertwined from the statement of objectives to accomplishment measurement that any system of governance must be designed to take accountability into consideration...

The King Report can be divided into three sections: governance, planning, and administration systems. I have already spoken to the section on governance and will not take a position with regard to any particular governance design or solution. However, I am urging that you review some of the principles regarding governance in making your decisions on that subject.

The second issue raised was that of planning. The King Report has stated that, by large, there is little or no planning going on in public higher education in this state. From my vantage point, I can only say they didn't look deep enough. Let me cite some examples of current planning. We are presently developing a master plan for the role, function and development of community colleges in this state. The State Board of Education has established instructional and management related priorities. We are currently developing plans within each of these priority areas. Career education (manpower training vocational education) is one area where plans have been developed. We are asking each local school district and community college to respond with local plans. Each community college is required to submit a long range development plan which is carefully analyzed and scrutinized. Of course the Educational Coordinating Council is active in planning. One particular good piece of work has to do with a space utilization study. I am also sure that the Board of Higher Education and the Chancellor's Office have been equally active in developing plans for their segment of education. To indicate that there is no planning or little planning is a gross over-simplification and can only be excused on the basis that investigation was incomplete...

Even though there are many areas of the King Study that seem superficial, as relating to community colleges, I think the study was worthwhile and has triggered constructive action. We are doing our best to be responsive in those areas calling for cooperative action.



BY SEN. L. W. NEWBRY
Chairman, Legislature Fiscal Committee

I think that too few people understand the scope and breadth of the study that the Warren King Company has accomplished, nor is it generally realized how deeply the study has gone into the management systems of our colleges and universities.

We now have a complete management study for each institution of the State System of Higher Education and an overall study of the 12 community colleges. The in-depth study of each institution's management system is quite beyond anything we have had to date. Take, for example, the management review and analysis of just one institution — the University of Oregon.

That study contains 72 separate recommendations, which, if implemented, would produce annual savings of \$1.25 million. It covers the organizational system of the University, with proposals for reorganizing the management structure of the institution, exclusive of the academic system. It studies personnel administration, computer services, library services, instructional services, student activities, and student services, such as admissions and registration. In the area of financial administration, the study goes into considerable detail on financial and accounting procedures. It analyzes the business operation of auxiliary enterprises, of materials management, plant operation and maintenance, and last but not least the planning function of the institution, especially as it deals with space utilization and overall institutional planning.

The news media have made much of the recommendations of the Warren King report concerning overall management of the State System of Higher Education and the community colleges. I am referring to the recommendations to establish a single board for both community colleges and four-year colleges and universities and to have local boards for the individual institutions.

Less space in the news has been devoted to the strong recommendations in the Warren King re-

port for master planning in each institution and in the state system. Little attention has been paid to the very significant studies and recommendations for improving the managerial, technical and service functions of the institutions. On the subject of planning, the Warren King report has stressed in every single institution studied the need to know the educational objectives, and to plan for the achievement of those objectives.

"Comprehensive planning is essential to insure that employee and facility resources are available and being utilized in a manner consistent with the educational objectives of the University and needs of its students."

This type of recommendation appears regularly in the review of each institution's operational system. The point is consistently made that "successful planning means that both the quality and the quantity of education are provided with a minimal expenditure of funds." And, the report admonishes that "lack of a comprehensive master plan for meeting the educational needs of the state inhibits the orderly development and coordination of comprehensive institutional plans."

It is important to understand that the recommendations of the Warren King report are directed to the Legislative Assembly and not to the Governor or to the Board of Higher Education or to the Community College boards throughout the states. The reason for this, of course, is that the Legislative Assembly authorized the study and directed the Legislative Fiscal Committee to receive and coordinate the report. It is not the Executive Branch of government that is being advised but the Legislature, whose function is to develop the board policies and goals for the State of Oregon.

With the acquisition of the Warren King study, the Legislature will now be better equipped with a tool to develop educational policies and objectives. Planning can be accomplished on a broad policy basis, and the Legislature will be in a position to adopt a planning program and to construct its educational objectives with a clearer understanding of its role than ever before.

As I indicated, the aspect of the Warren King report that has received little attention is the multitude of recommendations to the adminis-

trative, financial and technical services that operate within each institution. A complete listing of all of their recommendations in these areas has been compiled and shows that annual operational savings of over \$3.5 million can be made if the recommendations are put into effect.

Obviously, not all of them will be implemented and some of them will take several years to implement if the decision to do so is made. But, for the first time, each institution has had its systems evaluated by a professional team that was able to compare institutional systems, both within Oregon and without. The results of such evaluations should not be ignored, and it is hoped will not be.

What type of recommendations are we talking about? Let's look at just a few. At Oregon State University, the report points out student employment in the library exceeds 71,500 man-hours, which is the full time equivalent of 38 people and represents 32 per cent of the library staff. If the library is to continue to rely so heavily on student resources, the report points out, it must provide formal programs of student training and supervision.

"Simply assigning students to routine and menial tasks is not enough."

Performance standards should be established and training sessions should be conducted periodically. Productivity is estimated to increase as much as 20 per cent through proper training and supervision.

At the University of Oregon, the Warren King firm examined the accounting functions and found that they are performed in practically every department in the University while at the same time the business office "is a superficial function overly endowed with administrative positions." A recommendation to consolidate all University accounting functions under a single authority in the business office is expected to produce annual savings appreciably in excess of \$100,000.

For Oregon Technical Institute, the report recommends the initiation of pre-registration and mail registration procedures for new students. Also, to combine the responsibility for registration and administration under a single administrator, representing a savings of \$13,000 annually. Incidentally, the fee registration and mail registration, and a system for advanced registration, is a recommendation that applies in almost every institution. This is only one of 25 specific recommendations relating to the internal operation of Oregon Technical Institute.

At Portland State University, the study shows that inequities are present when students not employed under a work-study program are performing similar tasks and compensated at different rates. The report recommends the University establish and adhere to a firm policy of governing compensation of students employed on campus. The report also recommends modification of the regulations defining equipment as any non-consumable item costing \$10 or more and having the useful life of two or more years, and eliminating the annual inventory. This, again, is a system-wide recommendation, but at Portland State University alone, is estimated to save at least \$50,000 per year.

The report examines the physical plant operations of every institution and recommends that preventive maintenance programs be established.

(continued on page 12)

TWO LEGISLATORS VIEW 'WARREN KING'

BY REP. ROBERT C. INGALLS
Publisher, Corvallis Gazette-Times

The objective of Warren King and Associates, Inc., consultants to management in Chicago, was to "analyze and evaluate the effectiveness of all cost elements relating to organization, management, administration and service functions — exclusive of academic processes — of public higher education in Oregon."

Despite this worthy and restricted goal, one segment of the report is devoted to the government of our system of higher education and related indirectly, if at all, to cost elements of management.

One major recommendation in this area would abolish the State Board of Higher Education, the Chancellor's Office and the State Coordinating Council. This is desirable, the consultants say, because "the Board and the Chancellor's Office have been overburdened by administrative details."

Actually, the board now sets policy and does not involve itself with "administrative details." But regardless, after delivering itself of this bit of advice, WK suggests a Board of Regents with a chief executive officer and supporting staff be instituted to assume almost identical responsibilities. And, for good measure, they add the 12 community colleges to its trust. This doesn't sound reasonable.

It is also in direct conflict with the recommendation of the special committee appointed in 1966 to develop a master plan for education beyond the high school in Oregon. The committee was chaired by Dr. John Howard, president of Lewis and Clark College. Many of Oregon's outstanding public and private educators, including those from community colleges, were members.

The study, which has not received the attention it deserves, reviewed possible changes in governing structure including the superboard and concluded the present organization is best for Oregon. They did recommend a Board of Regents, but only as new nomenclature for the State Board of Higher Education to avoid confusion with the State Board of Education.

Whether or not Oregon's community colleges should remain under the control of the State Board of Education is debatable. But under a superboard their strong vocational-occupational, district-oriented emphasis would be eroded and their unique characteristics dominated by more academic influences.

One of the most difficult of the WK recommendations to swallow is that a Board of Trustees be established "over each of the public four-year institutions of higher education." If they were to be advisory bodies, it would be quite another thing — even a good idea, but WK proposes they be "over" the institutions, participating with institutional executives in the complex day-to-day management operation. They also give a strong local slant to these individual boards, ignoring the



statewide composition of the student body and of tax support.

But the worst feature of the trustee plan is that it would scrap one of the major strengths of the higher education system in Oregon. The present framework has been relatively successful in keeping politics out of the system. Establishing the separate boards would invite interinstitutional competition for funds and programs, favoritism (or almost as destructive, charges of favoritism) and other related evils. And there would be 20 lobby groups to waylay legislators and regents, not just the eight from the four-year institutions and medical and dental schools. The community colleges, too, could hardly abstain, particularly if the funding changes recommended were initiated.

The state of Ohio has a system similar to that proposed by Warren-King and has found that this management framework results in the uncoordinated use of public resources. Ohio plans to get rid of the very system WK recommends for Oregon.

A number of Warren-King recommendations are repeats already on the record from institutional executives and system administrators. There is recognition of the urgent need for long-range, broad-based planning for all post-high school education in Oregon. If WK backing will achieve funding for increased emphasis on this work, few will object. This project is not proceeding as rapidly as is desirable.

WK suggests that a common data base be designed "to serve as the nucleus of a management information system for each college and university as well as the board's office." At the present time, the state system is cooperating with the WICHE-MIS project to accomplish this very objective on a multi-state, multi-university basis.

Warren-King seems to imply presentation and review of each institution's budget as an entity is desirable. The Oregon legislature has avoided the practice deliberately to avoid interinstitutional rivalry. The budget for higher education should remain as a single unit with the Chancellor's Office and the State Board of Higher Education analyzing the individual college and university budgets.

The report advises that all capital investment projects should be deferred until a statewide master plan for the development of higher education has been completed. Nonsense. Plan — yes, but with the present inadequate and overcrowded facilities such plans that have already been approved by the immediate future must be carried forward. Delay would only prove to be a setback to better education and more, much more, costly in the long run as construction costs soar.

In this same area, WK assumes that each of the institutions could improve the utilization of

classroom and laboratory student stations to an average level of 64 per cent. This recommendation furthers the impression that WK really are experts in the field of education.

Such utilization would be extremely optimistic even under ideal conditions of fixed enrollment, regulated curricula, all new construction, etc. The multiple use of laboratories from one area of study to another is not practical. Nor is the thought that all classes should be more or less the same size even in a given area of instruction.

Further complicating the recommendation is the possibility of jeopardizing accreditation and a possible adverse effect on the budget because of higher salary costs for instructional personnel required to teach at odd-hours at night or on weekends. It would also, of course, increase maintenance costs.

In the financial management, computer services and management systems sections of the report where expertise should be expected, a sprinkling of arithmetical and factual errors shatter confidence in the total package. Warren-King, for instance, uses \$92,020,000 as estimated capital investment for the state system institutions during 1969-71. This is almost triple the \$37,945,000 actually authorized by the 1969 Legislative Assembly.

WK understated annual teaching salary cost for 27,000 students by \$7,650,000 through a computation error. The campus at the University of Oregon which has only 277.3 acres is listed at 510. Accuracy in some of the above figures would probably cause considerably shrinkage in WK's predicted savings for the state system.

The WK report is replete with suggestions which they claim would save a great deal of money. In some cases, money would be saved. In some cases, it is debatable. In some cases, WK is demonstrably wrong. But our overriding concern is that WK ignores how much it would cost to put their savings into effect. Changeover costs are certain to be substantial in some instances.

And it appears the consultants have prejudged as a failure the financial management system now being developed and implemented by the Comptroller's Office. It is doubtful that WK's analysis of this effort has been sufficiently comprehensive to justify their conclusion that what other "outside" experts, whose professional credentials are noteworthy, have recommended will not work.

The Warren-King recommendations have considerable value, despite this generally critical review. The report, however, reveals an overall lack of background in the field of higher education and, in particular, a lack of understanding of the citizen-developed philosophy and objectives of higher education in Oregon.

COORDINATOR NOTES SOME 'DEFICIENCIES'

BY DR. FLOYD K. STEARNS

Executive Director, Educational Coordinating Council

At the present time the Educational Coordinating Council works in three major areas — planning, management information systems, and program administration. Our analysis of the Warren King Report will be made with these three program areas in mind, and since the Council is also affected by the governance recommendation, we will touch briefly on that subject.

Planning

Much of what has been said in the Warren King Report about planning within higher education in Oregon is true. We do need a comprehensive master plan, and we do need to strengthen planning procedures — as do most other states. We feel, however, that a serious deficiency in the Report is its failure to acknowledge much of the planning that has been done; further, there are obvious errors of fact in the Report and an insufficient grasp of the most crucial elements in educational planning. . . .

More than 50 planning studies have been completed by the Council alone in the past four years, not to mention the work of the Board of Education and the Board of Higher Education . . .

The involvement of independent colleges and universities in statewide educational planning is touched on only briefly, and the private vocational schools are not even mentioned, nor are these important private segments included in the planning process in the administrative structure proposed in the Report. Both of these segments are involved in educational planning through the Council at the present time, and any educational planning in the future must consider these elements if a viable approach is to be developed. . . .

We found a number of errors in the Report. One of the more serious ones concerns the Council itself. On page 18, the Report states that —

Currently, the Educational Coordinating Council consists of 10 board members, including the Chancellor of the Oregon State System of Higher Education, two members of the Oregon State Board of Higher Education, the Superintendent of Public Instruction, and two members of the State Board of Education.

On the contrary, there are no members of either the Board of Education or the Board of Higher Education on the Council. There is an independent college president, a community college president, two legislators, five lay citizens, the Chancellor, and the State Superintendent of Public Instruction. This is a critical error since it leads the Report to the erroneous conclusion that —

... since these 6 members can effectively control considerations and conclusions of the Council, this prevents objective analysis by the staff or the council.

The Report shows an insufficient grasp of the most crucial elements of educational planning. First, program determination is the single most important task for those concerned with educational planning. Decisions about finance, facilities, structure, and personnel are of secondary importance, although they must be consistent with and supportive of programs. The Report placed its primary emphasis on support elements and only briefly touched upon program. Second, in discarding the prospect of giving added planning authority to the Council the Report says —

... this additional authority would also require the development of an adequate

staff to forecast educational needs, assess institutional academic program effectiveness and allocations, and analyze and develop adequate funding requirements for each institution. This would be a duplication of effort and personnel now employed in the Chancellor's Office and, to a lesser degree, in the Superintendent of Public Instruction's Office.

This statement illustrates an insufficient grasp of how institutions, segments, and statewide agencies divide the labor of program determination. The institution's major task is to define learner needs, courses, objectives, and course content within given programs. The segment's major task is to define broadly the roles of its institutions and to assign programs appropriate to these roles. The state agency's major task is to determine public educational needs and to define broadly the mission of the segments so that these needs are met. This requires a different type of planning capability at each level. The fact that planning must occur at three levels does not imply a duplication of effort and personnel.

Management

The Warren King Report made some excellent observations about the need for management information systems, both at the institutional and state levels, and recognized the desirability of centrally designing common data elements as a basis for management information systems. Again, however, deficiencies in the Report in this area are critical.

1. The state of Oregon has made and is making a real commitment to the field of management information systems. This commitment is well documented in agency budgets, going back at least two sessions, and approved by the Oregon State Legislature, so the commitment was made not only by state agencies but by the Legislature itself. In fact, these commitments predate the Western Interstate Commission for Higher Education Management Information System efforts (WICHE MIS).

Chancellor Lieuallen and Dr. Ben Lawrence, former director of the Educational Coordinating Council, were early proponents of management information systems on the state and national scenes. In fact, both were involved in the birth of the WICHE MIS Project in 1967. Mr. Freeman Holmer and Dr. Floyd Stearns both serve on the Advisory Committee to the WICHE MIS Project at the present time.

Three of the five key staff members on the WICHE MIS Project are Oregonians (one being Dr. Ben Lawrence, Director of the Project).

One of the 15 institutions selected nationally to test the WICHE MIS Project is Portland State University.

The first statewide training program on the first WICHE MIS model is being sponsored by the Educational Coordinating Council and will be conducted in Oregon in November. It has been further proposed that Oregon be a regional training center because of its experience and advanced development in this area.

The state of Oregon is one of twelve cooperative data acquisition states in the United States for the coordination of the Higher Education General Information Survey.



Oregon has already completed a number of management information system projects and has a number of others in various stages of completion, i.e., facilities inventory system, enrollment projection system, and facilities utilization system.

A significant effort has been launched by the Board of Education to implement MIS in public elementary and secondary education and to make these systems compatible with higher education MIS whenever possible.

Obviously, omission of the efforts mentioned above is serious — omissions, incidentally, which are difficult to understand since the Council gave copies of all WICHE MIS Project documents and details of the State MIS efforts to the Warren King research team. Oregonians can take some pride in the fact that in national circles our State is recognized as a leader in the development and implementation of MIS.

2. There are errors of fact in the Report relating to management information systems. For example:

— On page 16, the Report says —

The information necessary to apply institutional management is neither available nor being developed.

A similar statement made on page 18 —

In addition, the present system does not recognize the need for comprehensive information systems to guide the management of either the institutions or the system as a whole.

Such statements are absurd especially in view of the efforts already mentioned — the State's long-standing commitment to MIS, the leadership that Oregon has played in bringing MIS to higher education at the national level, and the legislative commitment through resource allocations to state agencies to develop MIS projects. It is astonishing that such oversight could occur in any comprehensive study.

STUDENT QUESTIONS W-K REPORT ON OHIO

By JAMES L. DAVIS

Chairman, Interinstitutional Union of Students

Students of Oregon have a stake in any legislative action taken on Higher Education. We are concerned for the quality of education today and the cost as future taxpayers. Warren King and Associates have made certain recommendations which may effect the quality and the future cost of higher education in Oregon.

I have read both the Warren King & Associates report on Oregon State System of Higher Education and Warren King & Associates report on Ohio State System of Higher Education, plus four of the individual institutional reports. There are some very good recommendations in the Oregon reports, but on the whole I found the reports poor in quality and lacking documented evidence. The recommendations I am most critical of and concerned about are Warren King and Associates recommendations to the State of Oregon to:

Eliminate the Oregon State Board of Higher Education, as well as the Chancellor's office and staff.

Establish a Board of Regents and executive staff as the vehicle for sound management of the public four-year and two-year institutions and for the development of an appropriate interface between public and independent higher education.

Establish Boards of Trustees over each of the public four-year institutions of higher education.

I find this ironic and puzzling since Ohio now has a system similar to the one recommended for Oregon. In the Warren King and Associates' Progress Report on the Management Effectiveness of Public Higher Education in Ohio sent to the Honorable Jim Thorpe, Chairman, Education Review Committee, Ohio House of Representatives, they say, and I quote:

In the current organizational concept, each university president is responsible to his own particular Board of Trustees. In turn, each Board of Trustees is subject to limited authority exercised by the Ohio Board of Regents. This framework of management has resulted in the uncoordinated use of public resources. Without firm objectives and standards to control academic and financial effectiveness, each university will continue to operate independently. This will not stimulate or contribute to total system effectiveness. In fact, it encourages intense competition among all schools for the limited public resources available.

Currently, the primary responsibility of each university president and Board of Trustees is self-structured and self-administered. Thus, each campus attempts to obtain the educational resources needed to meet local demands and objectives. Administratively, this has led to managerial autonomy and a general lack of coordination and cooperation among the campuses. If this situation is allowed to continue, uneconomical growth and distorted levels of efficiency will result.

One of the reasons the 1929 legislature established the State Board of Higher Education was to eliminate the competition for state funds and to centralize planning. If individual boards of trustees are set up, it will increase lines of com-

munications. This will lead to decreased control by the legislature and State Board (or Board of Regents). There is a need to shorten lines of communication and not increase bureaucratic red tape. Individual boards of trustees are going to require staff support which will increase the cost to higher education. I fail to see how adoption of these recommendations can increase the effective use of public funds.

Another recommendation which could cost the State of Oregon millions of dollars in the future if adopted is the delaying of capital expenditures. Warren King and Associates say that the State of Oregon can save \$5.5 million in expenditures by delaying capital construction. The \$5.5 million savings is based on student station utilizations of 64 per cent or in other words, if every classroom chair between 8 a.m. and 5 p.m. each weekday is occupied 64% of the time. The question is, is 64 per cent student station utilization a realistic and an obtainable goal? Once again, I found myself puzzled by what Warren King and Associates recommend for Oregon and what they state in their report to the State of Ohio.

In 1969, the Board of Regents establish a student station utilization goal for classroom of 50 per cent. This replaced the earlier objectives of 64 per cent. With this as an attainable goal, the existing classroom space can theoretically accommodate over 262,000 students.

I interpret this statement to mean that 50 per cent is a realistic goal and 64 per cent was not an obtainable goal. Warren King and Associates are not even consistent in their reports to Oregon. In three of the four institutional reports they recommend a student station utilization of 55 per cent to 60 per cent. To delay construction of badly needed classrooms could cost the State of Oregon millions of dollars in inflated cost, but to base the decisions on an unrealistic figure is indefensible...

I started off by saying I found the reports are of poor quality and lacked documented evidence. I will cite a few examples to verify my statement:

1. In the University of Oregon report, Warren King and Associates state: "The Student Health Center is a relatively new and extremely well appointed facility. Although it is geared to serve faculty, employees, and all students on campus, its primary concern is for 3,143 dormitory residents, 1,600 fraternity and sorority residents and 656 residents in married students' housing projects." First, faculty and employees cannot use the facility and second, I found no evidence that they sampled the individuals using the Student Health Center. Most students, living in non-university housing, live closer to the Health Center than the residents of the married students' housing projects.

2. Another statement on the University of Oregon's Health Center which lacks supporting evidence is: "Cost statistics accumulated on this basis (campus residents) for comparable universities, show that cost per resident student ranges from \$48 to \$60 per annum. At the University of Oregon there are approximately 5,260 student residents on campus and the annual Student Health Center costs approximately \$123 per student." I would like to know which universities we are being compared to! Is the \$48 to \$60 figure from HEW



study? Why did they not include the remaining 10,000 students in their computation? If they have made some statistical test I would like to know the results. I am a non-campus resident and I used the Health Center four times in the last year.

3. To support their assertion that the State of Oregon selected the state school locations without long-range planning, they state: "Six of the nine existing state institutions including all three universities are grouped along a 120-mile line extending from Portland in the north to Eugene in the south." If you are familiar at all with Oregon's population distribution, it is hard to visualize where else you could build the schools and still make them available to the general population.

In a later section of the report Warren King and Associates noted: "Approximately 80 per cent of Oregon's population resides in the tier of counties extending from the Columbia River in the north to the California border in the south, and the Pacific Ocean on the west to the eastern boundaries of Jackson, Douglas, Lane, Linn, Marion, Clackamas and Hood River counties on the east." If you add Southern Oregon College to the 120 mile line, it would mean 77 per cent of our institutions are located in an area where 80 per cent of the population resides. I agree that Oregon State System of Higher Education needs a master plan and I urge the legislature to require the State Board to prepare one, but the locations of our institutions is hardly evidence that Oregon lacks long-range planning.

In closing I would like to point out the one thing I fear most. When a firm pays a high price for a management study, the tendency is adopted to the recommendation as a means of justifying the cost of the study. If you find the recommendations are sound and well documented, then yes, adopt their recommendation. However, the recommendations to:

Eliminate the State Board, to establish a Board of Regents to establish Board of Trustees over each institution, and to delay capital construction of classrooms are not sound in my opinion, nor are they supported by well-documented evidence.

EDUCATIONAL CENTER GROWING—BUT DIFFERENTLY



(Editor's Note: The Portland State University Educational Center was established in 1968 in a one-time furniture store at 2611 N.E. Union Avenue. Director Harold Williams has seen the student body of the "Storefront Campus," as it is sometimes called, grow from 15 to nearly 600. We asked Williams to report on the progress of the Center, which is run by three paid staff members and a host of volunteer instructors, both students and faculty members from the main PSU campus. His report follows.)

We didn't start in the normal way most institutions do, by building a building and then have some people of all kinds come and be told, "We'll redeem your souls." We did it a little differently.

We went out into the community and asked people their ideas. We went to the barber shop, the pool halls, the churches — you name it — and we got them involved with the Center. The people gave us the ideas and we just simply executed them.

The purpose of the Center was to establish something relative to both the University and the

community and to become something with which the community could identify. Our hope was that the University would be looked upon as something more than an island to itself within the total community.

We have jumped from 15 students to 550-plus, and when I say plus I mean we are pretty close to 600 now. I believe the main reason we've grown so fast is that the people can relate to something now and they don't have to worry about feeling ashamed or embarrassed because of their educational deficiencies. They can relate to themselves; they can relate to people in the community; they can relate to the professors and the people who tutor them; they can relate to the students; they can relate to a whole part of themselves that they didn't know existed within them.

The only problem I can see now is that not enough people outside the community really know that we exist. Beyond that, I don't think there are any great problems at all, unless there is a certain thing called "professional jealousy" on the part of the old established pros who don't particularly want to accept new approaches to education which are working here.

The advantage of more people knowing about the Center would be that people could find out the way for them to cut the myth, cut their fears about college and find people in another part of their city who are totally blind to them. This would be a great advantage; it would also show the whole legislative community and the whole state system that there is a need for this type of educational structure which is more advantageous to the people than a lot of things going on in the established structure now.

A lot of people in the city think that we set up just for the minority; to make it more blunt, just for the Blacks. The program wasn't set up just for Blacks; it wasn't set up just for that community mislabeled as "Albina"; it was set up for the whole city of Portland.

The Center is a total of people, an organization of a people's program. It's a good opportunity to learn that no matter what race you're in, that if you don't take a bath you stink. The programs have really offered us a lot of beautiful opportunities in race relations to let people become aware of one another, of one another's qualities, of one another's backgrounds, of their likes and of their dislikes of one another. The Educational Center has helped tear down a lot of myths about race relations that were infecting our city, our state, our country and the world in general. It's an opportunity for people to be free without hangups, and just be themselves for a few hours and to obtain something else in the process.

HARVEY RICE JOINS STAFF

Harvey Rice, a student in business administration and urban studies, has been appointed assistant director of the Portland State University Educational Center.

A 1955 graduate of Benson High School, Rice has studied computer programming, accounting, business management and urban problems at Electronic Computer Programming Institute, Pacific Academy of Accountancy, Portland Community College and Portland State University.

Rice, 33, most recently served as accountant for the Portland Metropolitan Steering Committee. Previously he was an associate director of a business management and tax service company and bookkeeper and assistant to the administrator of the Model Cities program.

He also has been active in several community and church programs including the Portland Junior Chamber of Commerce, the Union Avenue Booster Club, the Christian Community Center, the advisory board of the Freedom Bank of Finance, Tri-County United Good Neighbors and the New Hope Baptist Church.

A bachelor, Rice lives at 4113 N.E. Garfield Avenue. His appointment at the Center became effective August 1.



The Center happens to be located in the midtown of Portland, but anybody and everybody is welcome to come in and be a part of the program and to be accepted into it. There are no restrictions on what economic bracket a student is in, or what background he has, or what his social status is. All of these things are irrelevant. People can sense this just by coming into the Center to see for themselves that people are people.

Eighty-five per cent of our people happen to be white. The simple fact that the public needs to understand is that the Center is not a "Black program," but a "people program." The majority of the people who come to the Center come from outlying areas like Gresham, Beaverton, Tigard and from all over the southeast and southwest parts of the city. They do not only come from the north and northeast areas.

From the educational standpoint, we offer courses in psychology, sociology, English and mathematics. We also offer courses which will help high school drop-outs pass exams to obtain general equivalency diplomas. We try to offer anything that people can use quickly, subjects which are to the point for them and with which

they can identify in their jobs and everyday living. Our program is geared to the people, not to computers. To be geared to their needs and what they want out of it — I guess this is the basic purpose of the Center.

We have exactly three paid staff members — myself, an assistant and a secretary. Other staff consists of the beautiful volunteer instructors from the main campus and a lot of outstanding young students who give their time to people at the Educational Center. Some of the students here have an overload in studies, some don't have jobs and need them, but they are still here giving their time to the Educational Center. They are people concerned about the whole community, concerned about their university. They are students not necessarily interested in blockading the Park Blocks. They are giving their time to this university and they are not given any credit for it.

They make it possible for us to offer day and night classes, credit courses and non-credit courses. We have approximately seven credit courses and nine non-credit courses going on now — in math, English, psychology, sociology — the whole background. We have art courses which are non-credit; we have various educational courses just for general information if the student plans later to take a college credit course.

Our classes start in the morning at 9:30 and run until 10 at night. People can walk in off the street any time and sign up for classes with but one stipulation: They can't come in near the end of a quarter and register for a college-credit course. If they want to enroll in non-credit courses, or want tutoring help or just to attend informal sessions, they can come in anytime of the year, anytime of the day we are open. There is no fear of registration at the Center.

We would like to expand the curriculum offerings at the Center, but that depends on the commitment of the requisite department heads within the university. We would like to offer as many courses as there is a demand for. There are a great number of courses we don't offer, like history, political science and some stages of urban studies. We haven't got them because we haven't got a commitment from the department heads.

We need more courses in business administration. People are asking that we give courses of this type. But we are limited in the things we can offer to the young because of the department heads and their commitment to us. The University could be more direct, in a sense, to what it really wants of the Educational Center.

We need more direction from the total campus, not just from the people who are in our corner, but from those who are not so familiar with what we are doing at the Center. We can see ourselves growing this coming year to an enrollment of perhaps 1,500. We have a most definite need for more facilities, more space, more equipment, a few more paid staff members, more commitment from the main campus, more commitment from department heads and more commitment from the people in general. In this way we can prove that we have something very relevant to the total educational structure.

The volunteers now are spending an average of 15 hours a week at the Center. That's like a college professor on the main campus who would work at least 15 hours or so over and beyond the normal work load. He doesn't get any pay for it. The only recognition or reward I can give to the volunteers is a simple thanks. This sounds like very little. It is very little. But that's all we can give now. I wish we had some type of reward to show our real appreciation for what they have done for us.

The people who come to the Center range in age from 16 to 60. Some of them have jobs and are just bettering their skills for their jobs. Some need a math background for example, so they can apply for certain jobs which now are out of their reach. A lot of people who have come to the Center have since ventured on to college. They

mastered certain awarenesses in themselves while attending classes at the Center; they became aware of what's going on in college and the experience in the Center helped them to break down some of their fears of going on to college.

Because our instructors are volunteers, we can give a non-credit course for just one dollar. A three-hour credit course costs six dollars. A student may take only one three-hour credit course per quarter at that rate. The course allows people to take the three hours they might need to graduate, to get a job, or, perhaps, a promotion.

Many people with ability have been blocked financially from the University. Now, the Educational Center allows them to attend a few classes, find themselves, and, if nothing else, learn something constructive for their everyday life. People can relate to the Center — and with each other in their own economic bracket.

We haven't ventured into vocational skills, because that's a totally different area. We stick with the liberal arts. Training for the industrial area is not our purpose. We are based for people who want to decide for themselves where they want to go. We just try to expose them to a different area in their lives and they take it from there.

The over-all philosophy of the Center is simple. It is to give without remembering, to receive without forgetting. And that, simply, is it.



FALL CALENDAR

ART EXHIBITS

October 19 — November 6, Paintings by Scott Sonniksen, White Gallery, Smith Memorial Center
November 30 — December 18, Goya Prints, White Gallery, Smith Memorial Center
November 9-22, Drawings by Dennis Cady, White Gallery, Smith Memorial Center

♦ ♦ ♦ ♦

ATHLETICS

October 24 — Idaho at Pullman 1:30
October 31 — Montana at Missoula 1:30
November 7 — Idaho State at Pocatello 8:00
November 14
Southern Oregon at Ashland 1:30
November 21 — Eastern Wash. at Cheney 1:30
PSU Basketball
December 1 — Central Washington here 8:00
December 5 — Eastern Washington here 8:00
December 11
Eastern Washington at Cheney 8:00
December 12
University of Idaho at Moscow 8:00
December 19 — Eastern Montana here 8:00
December 21
Univ. of Nevada at Reno Reno 8:00
December 22
Univ. of Calif. at Davis Davis 8:00
December 29 — Univ. of British Columbia at Vancouver BC 8:00
December 30 — Univ. of British Columbia at Vancouver BC 8:00
December 12
Washington Invitational at Seattle, All Day

CABARET

October 23, Guitar and Folk Singer Bill Feldmann, 10 p.m. — Midnight, Viking Bar of Smith Memorial Center, Admission is Free
November 13, Poetry by Paul Zimmerman, 10 p.m. — Midnight, Viking Bar of Smith Memorial Center, Admission is Free

♦ ♦ ♦ ♦

MUSIC

The Friends of Chamber Music
October 28, Guarneri String Quartet, 8:30, Portland State Old Main
November 11, Janacek Quartet, 8:30, Portland State Old Main
January 27, Juilliard Quartet, 8:30, Portland State Old Main
February 14, Koeckert Quartet, 8:30, Portland State Old Main
March 3, Tel Aviv String Quartet, 8:30, Lewis and Clark Evans Hall

♦ ♦ ♦ ♦

SPEAKERS

Wednesday Forum, Every Wednesday afternoon 3-4 p.m. at Smith Memorial Center
October 28, PSU faculty and staff candidates for public office, Admission is Free.
Puppet Theater, Peter Arnott, Puppeteer, October 23, 8:00 Portland State Old Main
November 5-6-7, The American Beauty Rose presented by Les Planches Du Pacifique (written by Penny Allen) 8:30 p.m. Agora Coffee House, \$1.00 student, staff and faculty, \$2.00 general
November 5-6-7-8, PSU Players present Cat and The Canary, 8:30 p.m. curtain Portland State Old Main

JENKINS TAKES ALUMNI POSITION

John Jenkins, long-time Portland State administrator, will be responsible for operating the newly organized alumni office and coordinating new services being offered to PSU graduates beginning November 1. (Photo at right.)

Director of placement since 1953 and an associate professor of education, Jenkins will assume his new alumni office duties in addition to his administrative assignment in placement.

Jenkins first came to the institution in 1946 as an instructor in mathematics. He left in 1948 to become superintendent of schools at Enterprise, Oregon, and returned in 1951 as an instructor in education.

He received his baccalaureate degree in mathematics from Linfield College in 1932, and earned his masters degree in education at Oregon State.

He served as superintendent of schools in Dayville and Rufus, Oregon from 1933 to 1941. During World War II years, Jenkins was a training supervisor at Kaiser Company, Inc., and later a production engineer for the Collins Concrete Pipe Co., Portland.

During his 17 years as director of placement, he has come to be known to students, alumni, faculty and employers as a man responsible for helping thousands of young people to complete their educations. Through his personal interest and practical concern for their futures, he has assisted undergraduate students and alumni to find employment by working closely with business and industrial executives throughout the region.

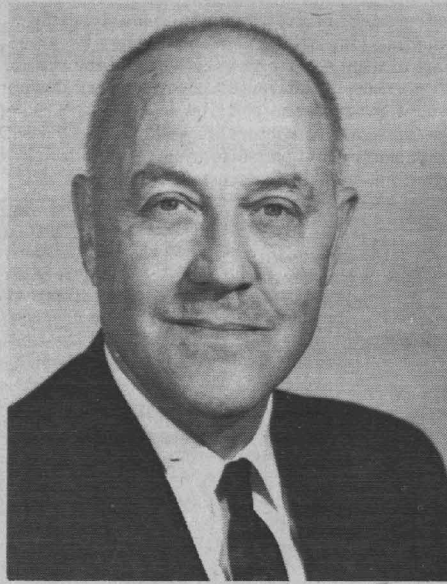
WANTED: ALUMNI MAILING ADDRESSES

Assistance is sought to locate current mailing addresses for the following alumni for whom the university has no tracing addresses. Any information concerning the whereabouts of these alumni may be sent to the Alumni Office, Portland State University, P.O. Box 751, Portland, Oregon 97207.

Additional news on new jobs, graduate degrees and marriages is also requested to bring alumni files up-to-date.

Ilme Aaben
Diane Abbott
Shirley J. Abbott
Harlan H. Abraham
Jon P. Abraham
Pauline B. Acaturri
Leonard R. Ackley
Bruce Leroy Adams
Clark V. Adams
Gary W. Adams
Gerald R. Babcock
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For example, the report states that at Southern Oregon College preventive maintenance is not practiced, that it could locate potential sources of trouble and correct them before costly repairs are required or breakdowns occur. Elements of an effective maintenance program are outlined, as are the major benefits to be derived. The report estimates that costs could be reduced by a minimum of 5 per cent if an effective preventive maintenance program were to be established at Southern Oregon College.

In another area, the Warren King firm studied the custodial cost at all of the institutions. At Southern Oregon, the report points out that there is a difference in maintenance cost of .246 cents in the library and .47 cents in the social science building, the reason being that the custodial services at Southern Oregon College are exclusively area oriented. This means that individual custodians are responsible for the total cleanliness of a specific area or building and that under these circumstances qualitative as well as cost performance standards can fluctuate from building to

building. The report recommends that the college carefully consider and evaluate the techniques applied by contract service firms, which is basically a task system incorporating a team method of custodial assignments, and the use of measured work standards for planning and control.

The report recognizes that the regional colleges and Oregon College of Education and Oregon Technical Institute are smaller institutions and do not require the same type of managerial and administrative systems as do the larger ones. On the other hand, although no two colleges will ever be exactly alike, all will generally have similar data accumulation, retrieval, and processing requirements.

"Among the smaller institutions, costs for independent systems and programming staffs together with computer equipment would be prohibitive and wasteful. For this reason, a central staff should conduct a common system and programming effort."

The recommendation is to develop common administrative systems for small colleges, with remote terminals in each institution.

One of the most basic recommendations common to the entire system is that each institution compile annual summary reports of proposed budgets in a format keyed to conventional accounting reports and a uniform system of accounts. This has been a general recommendation of the earlier Ernst and Ernst report and of the Legislative Fiscal office, now strengthened by the Warren King recommendation. If nothing else is accomplished, this recommendation, which is already being implemented by the State System of Higher Education, will provide a meeting place for legislators and university administrators in the future so that financial planning and financial evaluation can be looked at with the same format and with the same sets of figures.

The entire Warren King report is encompassed within 12 volumes and I have only touched on a few of the significant recommendations. The organizational recommendations relating to the overall administration, whether it be a superboard or local advisory boards, seem to draw headlines. To me, the really significant results of the report are the detailed studies that are now available on the administration of each institution that will, when implemented, hopefully streamline our operations and bring about better understanding between the Legislative Assembly and the faculty, administrators and students of the institutions.

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