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## Portland State perspective

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# Blumel Clearly Outlines Priorities

## New President Urges Urban Focus

By Dave Fiskum

"We need to select a few places in the University where we build exceptionally high quality. There are places where we have a peculiar advantage because of our location."

If anyone knows where those places are it's Joe Blumel. He's been at Portland State University since 1957, rising through the academic ranks from the Department of Economics to vice president for academic affairs and now to president.

"I've always felt the performing arts should be big here," says Blumel. "The music department is on its way. And we should put emphasis on social work, urban studies, the Institute on Aging and some of the professional schools, among others."

Blumel has other ideas which will take shape during the next few months as he sets the tone for his administration, the fourth since Portland State became a four-year college in 1955 and the second since it became a university in 1969.

His selection as president on May 21 climaxed a several month long search which drew more than 500 nominations. It seemed to be a popular decision among both faculty and students. He's an insider, a veteran, who made a lot of friends while he held high level administrative posts during the growth of the 60s and dwindling numbers of the 70s.

He has a broad base of support and it was that support, as well as his qualifications and experience, which prompted the State Board of Higher Education to name him unanimously over two other candidates.

There are bound to be changes under Blumel's leadership. Some may come quickly, others will take time, but the 46-year-old administrator is heading into his new and difficult job with a clear list of priorities.

- He favors the concept of a funding floor at Portland State to maintain program stability and says the state higher education funding formula should consider headcount as well as full-time equivalent enrollment.

- He supports lower tuition for lower division students at PSU to make rates more competitive with community colleges. He also favors lower tuition for part-time students.

(Continued on Page 3)



Photo by Claude Neuffer

### Inside

Around the Park Blocks.....2  
New President's Priorities.....3  
Higher Education Financing.....4  
Academic Collective Bargaining.....6

Portland Theater Scene.....8  
Puppets and Learning.....10  
Financial Aid Prospects.....11  
Summer Calendar.....12

# Around the Park Blocks

## Viking Club Sets Marathon

A marathon pinocle and bridge tournament has been scheduled by the Viking Club starting next October as a means of raising money for the athletic scholarship fund at Portland State University.

The entry fee is \$15 per couple. All proceeds will go to the scholarship fund. Checks should be made payable to the Viking Fund.

Each couple who enters will play once in October, once in November and once in January, February and March of 1975. The competition will be organized by divisions of six couples each. A winner in each division will be determined on the basis of points; the couple receiving the greatest number of points among the division winners will be designated as grand winner.

All division winners will receive a family pass to the sport of their choice for all home games the following season. The grand prize winners will receive a family season pass to all PSU athletic events for one school year.

Persons who wish to play in the marathon should register by calling Viking Club Secretary Sandy Byers, 229-4668, no later than Sept. 1.

Persons who are interested in becoming division leaders may call Coralene Lagesen, 246-4736, or Judy Hornel, 244-4527 about bridge; and Marty Matcovich, 246-3746, about pinocle.

## Trudeau Directs Britt Events

Music Professor John Trudeau returns to southern Oregon this summer for two of his favorite musical events.

The Peter Britt Gardens Music and Arts Festival, which he founded 12 years ago, opens the 1974 season Aug. 9 with an orchestra concert in the Peter Britt Outdoor Gardens in Jacksonville.

Thirty-two recitals, orchestra, connoisseur and youth concerts are scheduled during the mornings, afternoons and evenings through Aug. 24. Indoor concerts will be held in the historic U.S. Hotel Ballroom.

The Kronos Quartet of Seattle and the Early Music Callopie of Portland will perform seven concerts.

Other guest artists are: Christiane Edinger, Berlin violinist; Tana Bowden, former Portlander and now New York pianist; Eugene Pridonoff, Arizona State University pianist; Neil Wilson, University of Oregon baritone; Joan Benson, Stanford University clavicordist-fortepianist; Michael Lorimer, San Francisco guitarist; and Marian Marsh, San Francisco soprano.

Stanley Chapple, music professor emeritus at the University of Washington and former conductor of the Seattle Symphony Orchestra, returns to the festival for the third season as guest conductor.

For a festival program, contact the Britt Festival, Box 669, Jacksonville, 97530.

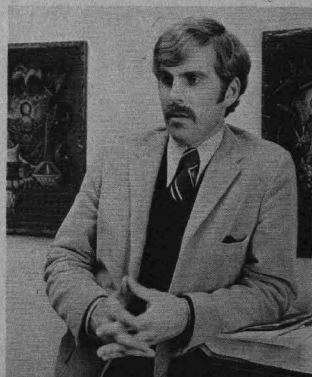
Before the festival, Trudeau will direct one of two Teacher Performance Institutes in the country. The four-week session which allows

music teachers a chance to enhance their own vocal and instrumental performing skills runs from July 15 to Aug. 9 on the Southern Oregon College campus.

The Ashland Summer Concerts, a spin-off of the TPI, feature faculty artists, the Amati String Quartet from Amsterdam, Neil Wilson, Michael Lorimer, Stanley Chapple, the Britt Festival Woodwind Quintet and Gibner King, well-known New York vocal coach, now of Portland.

These concerts are held Tuesday noons and Wednesday and Thursday evenings at 8:30 p.m. in the SOC Music Building beginning July 16.

## HS Relations Director Named



James D. Meinert, an associate director of admissions at the University of Oregon since 1970, has been named director of the Office of High School and College Relations at PSU. He will work closely with Academic Affairs, the Admissions Office and deans of the schools in developing relations with high schools and colleges. In addition to working in the UO admissions office, Meinert served as grant program director of the Oregon State Scholarship Commission from 1968 to 1970 and was a graduate assistant in the UO Counseling Center and a counselor in the residence hall system from 1966-67.

## Freshmen Advising Scheduled

New freshmen from out of Portland who plan to attend Portland State University in the fall may make arrangements for overnight housing while attending the Summer Advising and Registration Program in August.

Reservations should be made two weeks in advance for housing through the Office of the Dean of Undergraduate Studies.

Through the summer program, new freshmen have an opportunity to become familiar with PSU, its services and programs in a relaxed atmosphere. Faculty and student advisers help new students plan their fall and first year study programs, avoiding the rush and pressures of September registration.

Participants who attend either one full-day program or two evening sessions between Aug. 13-28 are able to complete the registration process except for the payment of fees which is done in September.

Deferred tuition, which enables a student to pay tuition and fees in three installments during the term, is open to incoming freshmen.

Students can apply for admission to fall term until Sept. 23, although a late admission application may result in late registration and poor class selection. Fall term classes begin Monday, Sept. 30.

See the Calendar of Events, page 12, for the dates of summer advising and registration. Make your reservation early to assure getting the appointment you want.

## Part-Time Tuition Drops

If you're a part-time student, tuition at Portland State University will be going down next year in some cases. If you're a full-time student, tuition charges will increase, but not much.

That's the word from the PSU Business Office which released a breakdown of tuition charges for both part-time and full-time students for 1974-75.

It's difficult to make direct comparisons between this year and next year because, in some cases, definitions of types of students and methods of assessing tuition charges have changed.

But if you were a special student this year — one who could take up to seven credits per term without going through formal admissions procedures — you would have paid \$63 for a three-credit course. Next year, you will pay \$46 for a three-credit course with a number up to 399.

If you were a "special" graduate student this year, you would have paid \$92 for a three-credit course. Next year, as a part-time student, you will pay \$88.50.

Here is a breakdown of tuition charges to part-time students next year:

- For courses numbered 1 to 399, part-time students will pay \$34 for one-two credits; \$46 for three credits; \$58 for four credits; \$70 for five credits; and \$81.50 for six credits.

- For courses numbered above 400, part-time students will pay \$62.50 for one-two credits; \$88.50 for three credits; \$114.50 for four credits; \$140.50 for five credits; and \$166.50 for six credits.

For full-time (12-21 hours) undergraduate students next year, the charge will be \$195 per term. The charge to full-time (nine-16 hours) graduate students will be \$287 per term.

## Portland State perspective

*Portland State Perspective* is published five times a year by the University Office of Communications to inform alumni, faculty, staff and friends of PSU news involving alumni and University people, programs and pursuits.

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# Blumel's Priorities Stress Urban Focus at PSU

(Continued from Page 1)

- He wants to improve services to students — services such as scheduling courses for the convenience of students so it becomes easier to arrange classes to meet academic requirements. He wants to cut out much of the red tape associated with registration, admissions and requests for financial aid.

- He feels there should be another way to develop a representative student government and views the issue as a top priority for the Dean for Students office.

- He also is thinking about administrative reorganization, though he isn't talking specifics yet.

Under Blumel, what role will PSU play in the state system? Blumel brings 17 years of perspective to that question and he sees three primary objectives: to provide an educational opportunity for students who can't go to a residential campus; to offer programs which are well-suited to an urban location; and to contribute to the research capability of the metropolitan area through developing appropriate graduate education and research programs.

Blumel was involved in developing master's degrees in 29 fields of study and doctoral programs in three and he is committed to maintaining and improving them.

"Before PSU developed graduate education," he said, "the city of Portland was virtually unique in being a major metropolitan area without a publicly-supported graduate institution."

The relationship of PSU to the community weaves its way through Blumel's comments on what Portland State is and what it can become.

"In our development," he says, "we must be sensitive to the city so we don't create or compound problems for them. We have tried to be and the city has been supportive and helpful to us."

But perhaps more importantly, Blumel says the existence of a university "should be a major resource to the city and metropolitan area. There are a large number of highly trained and highly capable people — both students and faculty — who can be involved in the city. This is a resource which can and should be available in a wide variety of ways."

One idea Blumel hopes to pursue is developing more student intern programs. "We don't have very many considering where we are," he said. "There is room for some more in communications, speech and hearing, gerontology and other areas."

Blumel, who moved into administration from a background in economics, says he is particularly interested in political and other social science internships where students would work directly with legislators or city and county government officials.

On a similar theme, he says he plans to appoint a committee to investigate the possibility of developing a School of Urban Affairs. Blumel proposed separating those programs which are "manifestly urban related" and grouping them together under the school.

His initial suggestions for inclusion in such a school are Urban Studies, Criminal Justice, the Institute on Aging, the Center for Population Research and Census and Black Studies. The concept of an Urban Affairs

School, Blumel believes, would focus PSU's strengths and make them visible to the community. While the Schools of Education and Social Work are heavily involved in urban affairs, Blumel said they are distinctive in their own right and will remain separate.

Another proposal to cement relations between PSU and the community — authorization to offer credit courses off-campus — has Blumel's full support. "We ought to have the right," he says, "to offer regular courses off-campus for the convenience of various groups of students."

"At best, the distinction between off-campus and on-campus is very fuzzy for a



university surrounded by the city. There is no inherent reason or logic in restricting us to a campus area. If students in the metropolitan area are served better by our faculty going somewhere else in the area to teach a class rather than the students coming here, we should be able to do it."

The state board is considering the question of off-campus credit courses and a decision is expected in late June. However, there is no chance approval would come in time for fall term.

Blumel says he realizes the need for support from the community as Portland State carries proposals like the off-campus credit idea to the state board.

"We have had strong support in the past," he noted. "We are watched by the community and we appreciate the support. We must be able to show people the benefits of what we do. We must show them they can trust us."

In all of this, the new president is committed to maintaining better contact with alumni and taking advantage of their perspectives on what PSU should become.

"One of the greatest things they have to offer is their experience here," he said. "They have some perceptions of what is right and what is wrong about the way we do things. We have not been as attentive to attitudes of alumni as we should have been and we need to develop a mechanism to keep in touch with them."

"At any college or university, one of the greatest sources of support is the alumni. PSU is no different. We need the support of a

dedicated alumni."

To say the least, there are a lot of alumni. Records show there have been some 20,000 bachelor's and master's degree recipients at Portland State University through winter term 1974. Nearly 17,000 of those were bachelor's degree recipients while more than 3,000 were master's degree recipients.

More than 1,000 students were eligible to receive degrees this spring.

The University has more than 12,000 current addresses for alumni and of those about 64 per cent are from the Portland metropolitan area. Of the 12,000 total, 85 per cent are from Oregon, 92 per cent are from the Pacific Northwest and 95 per cent are from the West Coast.

Blumel knows he is stepping into the presidency at a difficult time. Enrollment is dropping. So is the budget. He has been the chief architect of the budgets cut so far this year, and he knows more cuts may be on the way. Still, he has maintained the support of faculty and students through the budget cutting process and hopes to cultivate a positive outlook for the future.

"We will accomplish it," he says, of the required 1975-76 budget reduction, "but we will do it in such a manner that it protects the overall programs at the University, is the least damaging to faculty morale and in a manner which is sensitive to student demand or interest."

The cuts won't affect the quality of the University, Blumel says, as much as they will affect the convenience and variety of courses and services available. "The other side of the coin," he says, "is that we will do all we can in the way of reorganizing and revising procedures to minimize these effects on students."

Portland State still will offer by far the widest range of academic programs available in the Portland metropolitan area, Blumel added.

Though the budget cut comes because of lower full-time equivalent enrollment, Blumel says the decline wasn't as severe as expected and the number of special students — those who take fewer than seven credits per term — increased 27 per cent in spring 1974 compared to the previous spring. In addition, the number of graduate students increased all three terms in 1974 compared to the same terms in 1973.

At the same time, he said the picture is brighter for next fall because tuition for part-time students is dropping for courses with numbers up to 399. The tuition charge for a three-credit course next fall will be \$46. That compares to \$63 last year.

"We are determined to find out all we can about the needs of different groups of potential students, then revise offerings to meet those needs," Blumel pledged.

If the state board buys the lower tuition for lower division student aid, Blumel says it obviously will help PSU which faces direct competition from three community colleges. However, he says it won't be a panacea that signals a mass movement of students from community colleges to four-year colleges like PSU.

"What we are saying is that students ought to be able to choose an institution on the basis

(Continued on Page 11)



# 'Crises' Cloud the Crystal Ball

By John D. Mosser

Ever since I joined the Board of Higher Education in August of 1970 someone has been yelling about "the crisis" in higher education. These cries of crisis are really not very helpful for they tend to mask serious discussion of the problems of higher education, which are not of a crisis nature, but tend to reflect long-range trends in society or problems of the nation as a whole.

Moreover, by taking a crisis view of things, we tend to focus on the events of the immediate past rather than looking to the future. Thus, in 1970 when I joined the board its main preoccupation was with revised regulations to deal with violence on the campuses and the drug problem. It would be comforting to think that the regulations adopted by the board had ended the violence, but the fact is that the violence had already ended before the regulations were adopted.

The drug problem is still with us; but it is now seen in better perspective as student preferences seem to turn more to the drug than their parents have long been accustomed to: alcohol.

John Mosser has been a member of the State Board of Higher Education since 1970 and now is chairman of the Finance Committee. He is a former state legislator, serving in the 1957, 1963 and 1965 regular and special sessions representing the fourth district in Washington County. He was a member of the Committee on Governmental Reorganization and chaired the Legislative Fiscal Committee. In 1967, Mosser was director of the State Department of Finance and Administration. He received a bachelor's degree from Princeton University and a law degree from Yale University. Mosser is now in private practice in Portland and is active in environmental issues.



Neither problem was caused on campus. Rather, they reflected involvement in Vietnam with its violence and wide exposure to exotic drugs.

By 1971, the board was focusing on the problems of dropping occupancy in the dormitories and student demands for "participation in the system." These problems reflect the change in societal attitudes, with students reaching the age of majority at 18, generally greater tolerance of informal living arrangements between members of the opposite sex, the environmental movement and the salutary desire to substitute legal and political action for violence.

The sad fact is that many of our dormitories were built on the assumption that they would always have a captive market and that little needed to be done to make them attractive living spaces for human beings who desired some privacy, quiet or independence of life style. We have avoided a serious problem not by foresight but failure. Failure to build much dormitory housing—none at all at Portland State.

Student activism has led to OSPIRG and student members on the board. On the whole, I think its influence has been future-oriented and good. But it is certainly not free of errors and clearly involves only a small minority of students in an active role.

By 1972, the decline in enrollments was beginning to become the major problem and it has continued to be the center of focus until the present time. It involves both short-range and long-range components.

To see how great the disparity between forecast and reality were, one only has to consider that a decade ago plans were being made for a Portland State of 25,000 students by 1985. As recently as the summer of 1970, official forecasts indicated that the combined Portland State-DCE enrollment, which was then about 10,000, would rise some 15 per cent by the fall of 1974. Instead it has declined approximately 15 per cent. How could the crystal ball have been so cloudy?

First, there are at least two short-range factors, which I think are now largely behind us. Both of them, in my view, are positive in their long-term implications for higher education.

The first of these was again the Vietnam

War. Many students were on campus not because they positively desired a college education, but rather because they considered it a lesser evil than the draft. With the end of the draft, they disappeared from the campus. Surely the absence of these negatively motivated students cannot help but benefit the level of academic work.

A second factor is the much greater prevalence now of stopping out for a year or more in the midst of a college education, rather than continuing straight through for four years. Another variation on this is the student who works part of full-time while going to college and as a consequence takes five, six or even more years to complete his education rather than compacting it into four years of full-time study with little work on the side. These patterns are now clearly enough established that in the future they should cause little decline in enrollments. Rather, what we will see is students returning to the campus after their stopout in at least equal numbers to those who are starting an interruption in education.

Experience, whether with the World War II veteran or with the newer crop of students, seems to indicate that the maturity added by these years of work or travel result in a more serious student returning to the campus than the one who left with positive implications for academic achievement.

More significant are two long-range factors which should have been perceived long before they were: a decline in birth rate and the growth of the community colleges.

The present leveling and future trends in the traditional college age population (a small rise in the late 70s followed by a decline again to present levels in the 80s) are almost entirely a function of birth rates established 18-24 years previously. There is no good explanation why the consequences were not foreseen except that the educators likely to be affected by it did not want to see it and that the board, which might have been expected to represent a broader public view, was too preoccupied with the crises of growth in the early and mid 60s and turmoil in the late 60s to be looking ahead.

The problems that higher education will experience from changed birth rates will be severe and of long duration. There is,

however, an opportunity to serve a legitimate function of higher education in working out new solutions to problems that will face all of society. Zero population growth will impact education prior to the time it impacts the job market and most of the consumer industries. Learning to live with a static population does not, however, mean that there should be no growth in quality or even in quantity in higher education.

The fact that all resources do not have to be devoted to taking care of additional numbers should create substantial opportunities for improvement in quality. There will be a great market for continuing adult education and vocational re-education if higher education can adapt its programs to the different time span that adults will demand: the one and two-week vacation short course, the weekend seminar and the evening class, rather than the quarter, semester or academic year day-time program.

Growth of the community colleges was forecast by the mid 60s in legislative studies. Unfortunately, no one insisted upon hard answers to the question of where the students were all coming from and it is clear that the State System of Higher Education continued to count in its forecasts the same students that were included in the growth of the community colleges to a substantial extent. To the extent that the growth of the community colleges represents educational opportunities better suited to the needs of the student, this development should be applauded by higher education rather than regretted. All too many of the students now attending community colleges were simply admitted to the universities only to be flunked out in the early 60s. The opportunities to attend school closer to home, to obtain a broad range of vocational curricula, with or without a mixture of elementary liberal arts subject, is certainly a widening of educational opportunity for the citizens of the state.

The forecast enrollment of 25,000 for Portland State clearly reflected the belief that Portland State would be the community college of the metropolitan area. A sacrifice of that size for the opportunity to be a university in the true sense should be considered a plus for the institution rather than a minus, despite the abrupt halt to visions of growth.

In one sense, however, the growth of the community colleges is not based simply on educational choice, but rather on financial choice. The gap between tuition and fees in the state system and community colleges must be considered a growing factor in directing some students away from the state system institutions and toward the community college. It is, of course, also true that the lower tuition and fees in the state system than in private colleges have served to funnel students toward the public institutions rather than the private.

Recently, there have been voices calling for increases in tuition at all the public institutions to lessen this economic competitive factor. Such could only be done at the considerable price of narrowing educational opportunity for the economically disadvantaged or, in the alternative, by adding an additional expense of bureaucracy for the administration of greatly expanded student aid programs.

Moreover, with students reaching the age of majority at 18, it will be increasingly difficult to find students who cannot on their own independent financial status claim need. Students are subject to the drastic increases of inflation in the general cost of living while in school and tuition has already risen much more rapidly than the general cost of living. If

we wish to continue our past dedication to educational opportunity, we should move in the opposite direction. Tuition and fees in the state system of higher education should be lowered and institutional aid to the private schools increased, rather than trying to force up the level of community college tuition to the level of state system tuition or the level of all public tuition to the level of private tuition. Nor is there reason to doubt that this is possible.

Unfortunately crises and I have not mentioned them all are seldom met by reduced support, yet the simple fact is that state support for all higher education, including community colleges, scholarship aid and grants to private institutions as well as the State System of Higher Education has fallen from 29.2 per cent of the state general fund budget in the 1967-69 biennium to 26.1 per cent of the state general fund budget in the current biennium. The decline for the State System of Higher Education has been even more drastic—from 24.4 per cent in 1967-69 to 20.2 per cent in 1973-75.

This drop in state commitment to the System of Higher Education coincides with the effects of the accelerating inflation to create the most extreme problem for higher education at the moment. The *Oregonian* and other media were somewhat critical of the Board of Higher Education for calling attention to this drastic impact by allocating substantially all of its emergency reserves to a fraction of a percentage increase in academic salaries.

The general line of this criticism was that inflation was everybody's problem and higher education could not expect much sympathy from a public also suffering. Certainly higher education is not the only victim of inflation. We all are. But it is suffering more than the large segments of the general population. Figures show that Oregon per capita income and weekly wages in manufacturing have both risen much faster than academic salaries in the period since 1967, and particularly since 1970. Further, in the last year faculty salaries have actually fallen substantially behind the cost of living while average weekly wages in manufacturing are still ahead of that cost of living increase.

Even the present level of faculty salaries has only been achieved by failures to keep up with the purchase of library books, equipment and teaching supplies, reduced secretarial and other support services to the faculties and the deferral of maintenance on buildings.

As we look to the immediate future, this is clearly the major problem. Higher education can adjust and, indeed, benefit from the relatively stable enrollments that are likely over the next decade or two, if it is given a chance to realize its potential for excellence. If, however, that static state is accompanied by a constant erosion of quality, then the future is indeed bleak.

Fortunately, I do not believe that the future is bleak. Certainly the legislature did not intend the squeeze that inflation has created. Rather, it thought that the salary increases granted were more than enough to keep up with the cost of living. With the well-documented case which the board can present to the legislature, I am most hopeful that funds will be forthcoming to meet the real needs of the system and to regain the ground which has been lost in these last years.

The real problem is to try to foresee the problems of higher education before they are upon us, rather than reacting to them after the fact. I wish I felt as confident that the board could develop vision that would anticipate problems as easily as I think it can recover from the present inflationary "crisis."

Where does the energy problem lead? Will Wategate bring increased need for openness at the same time static state and inflation lead to closed collective bargaining? Will student activism clash with faculty protectionism? What will be the professional and vocational needs of society ten years hence? The seeds of tomorrow's "crises" are probably outside the campus, not within it.

## Emeritus Professors

Four faculty members retiring this year have been honored by the University with emeritus professor recognition.

Joining 25 others who have received this honor are: John Allen, professor of geology; Alexander Scharbach, professor of English; Irene Place, professor of business education; and J. Neil (Skip) Stahley, professor of health and physical education.

Each will receive a certificate of emeritus in recognition and appreciation of a distinguished teaching career.

Special privileges accompanying this rank include a lifetime courtesy identification card for access to the library and campus cultural and athletic events at faculty admission rates as well as a complimentary parking permit.

## Conference To Deal with Energy Patterns

A conference dealing with the impact of changes in energy use patterns which uses a physical structure designed to encourage communication among participants will be held at Portland State University July 1-3 and July 22-25.

Results of the conference could influence and refine the Federal Energy Administration's forthcoming energy policy.

The entire conference will be broadcast live on KOAP-TV (Channel 10) and telephone lines to the conference will be open continuously to give the public a chance to comment on proposed energy use policies.

The conference is sponsored by Portland State University and the Northwest College and University Association for Science (NORCUS) under grants from the Atomic

Energy Commission, the Federal Energy Administration and the National Science Foundation.

The format for the conference is called SYNCON and was developed by the Washington, D.C. based Committee for the Future. It is designed around the concept of a wheel and aims to bring together some 250 experts and laymen from major segments of society. They talk about energy problems in their own interest groups on the first day of the conference, then move into other groups on the second and third days of the conference to listen as well comment.

For more information on registration and the conference schedule in general, contact Jack Frost, SYNCON coordinator, at PSU (229-4437).



By Dennis Hull Blumer

Collective bargaining in higher education is a very new phenomenon. It did not exist 10 years ago. Nor would anyone have predicted 10 years ago that unionism had any future at all in higher education, at least for members of college faculties.

But times and attitudes change. In the last decade, some 229 faculties have been unionized.

What is collective bargaining? In the usual sense of the phrase, collective bargaining is a method, governed by statute, to conduct relationships between manager and employees. It ordinarily involves the establishment of wages, hours, and other conditions of employment. These are negotiated between the employer and the employees. Employees are represented by a union or bargaining agent. The agreement reached is set down in a binding legal contract signed by both parties. History

When did this phenomenon begin? According to one commentator, the collective bargaining movement got under way in 1963 with the organizing of Milwaukee Technical Institute, the first two-year post-secondary school to be unionized. This occurred as part of a K-14 campaign begun by the American Federation of Teachers.

Community colleges with a comprehensive curriculum were first organized in Michigan. Both Henry Ford Community College and Jackson Community College were organized in 1965.

In 1967, the first four-year college was organized—the United States Merchant Marine Academy. In the period between 1965 and 1970, several states enacted public employment collective bargaining legislation. These laws sometimes included public-supported higher education in the state, and provided a vehicle for accelerated organizing activity. The organization of the City University of New York in 1968 marked the beginning of a substantial movement toward collective bargaining in the four-year public colleges.

In 1970, the National Labor Relations Board extended its jurisdiction to all private colleges and universities having a gross annual operating revenue of \$1 million or more. This action thus granted collective bargaining rights to the faculty and employees of more than 80 per cent of the nation's private institutions of higher education.

Dennis Hull Blumer is the director of the Academic Collective Bargaining Information Service. This is a project funded by the Carnegie Corporation of New York, and co-sponsored by the Association of American Colleges, the American Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges. Its purpose is to gather and disseminate research and information on collective bargaining in higher education. Blumer is an attorney, and a graduate of Yale College and Yale Law School. He has served as special assistant to the president at the University of Wisconsin. He is presently on leave from the University of Maryland, where he serves as executive assistant to the chancellor.



Public institutions are covered, if at all, by state legislation. Much of the current activity in collective bargaining is clustered in relatively few states. For example, seven states (Illinois, Michigan, New Jersey, New York, Pennsylvania, Washington and Wisconsin) account for more than 80 per cent of the contracts currently in force. Most of these states were among the early leaders in public employment labor relations legislation.

#### Present Status & Trends

Collective bargaining in higher education has several trends which should be noted. First, it has been primarily a community college movement. Of the 229 institutions which are unionized, more than two-thirds are community colleges. This has changed recently, however. Close to two-thirds of the institutions organized within the past academic year were four-year institutions.

It is sometimes said that this early interest by the community colleges stems from their ties to the K-12 system. Community colleges are often part of the local school system. Some members of the faculty are former school teachers. Collective bargaining has had great success in the schools, of course, and it is said that community college faculty would, therefore, be somewhat familiar and comfortable with it.

Another trend in higher education collective bargaining is the greater interest among public institutions. More than 85 per cent of the institutions organized are public institutions. Although most private faculties have collective bargaining rights under the National Labor Relations Board, a very small minority has taken advantage of them.

Commentators have given several explanations for this: (1) Most community colleges are public institutions - so this is a further reflection that collective bargaining in higher education is primarily a community college phenomenon (2) Governance patterns at some public colleges may not rely heavily on shared authority; in an attempt to change this system, faculties have turned to collective bargaining (3) Faculty in public colleges are aware that the employee groups with which they must compete for public funds, i.e. other public employees, are already unionizing; they may wish to unionize to have equal bargaining power with the legislature.

Current collective bargaining activity has certainly not matched the early predictions of some commentators. Several observers have predicted very rapid growth, noting that it took only nine years for 65 per cent of the nation's school teachers to be organized. Yet, the figures indicate that colleges and universities will be a different story. Indeed, activity as measured by numbers of contracts executed has slowed this past year. Sixty contracts were executed in all of 1972 versus 18 in 1973.

Finally, several commentators have noted that relatively few outstanding colleges or universities have unionized. But it is not clear that this is a continuing trend. In 1974, four members of the prestigious Association of American Universities have reported major faculty unionization campaigns on campus. These include Penn State, University of Oregon, University of Minnesota and New York University. (New York University, an AAU member, has had an election and unionization has been voted down.) Two others, Stanford and The University of Toronto report unionization campaigns among segments of their graduate assistants. Pros and Cons

Many commentators have discussed the advantages and disadvantages. Since collective bargaining is a new phenomenon,

there is very little data available. The pros and cons of collective bargaining in higher education are still a matter of opinion. Following are some common suggested advantages and disadvantages of collective bargaining in higher education. These are illustrative rather than exhaustive, and are speculative.

#### Some Suggested Advantages

##### Equality of power

Under collective bargaining, faculty power strengthens and tends to approach equality with administrative power in areas covered by the bargaining contract. Each can demand agreed-upon performances from the other.

##### Legal force

Unlike many traditional university policies and procedures, collective bargaining contracts carry the force of law. Their provisions cannot be ignored or changed informally or unilaterally. Provisions of the contract will often take precedence over traditional university or other policies or regulations, unless these themselves have the force of law, or are written into the contract.

##### Individual problems

Collective bargaining provides a mechanism for the resolution of individual problems. It is said that under traditional academic government, individual faculty concerns may be inefficiently or inadequately reviewed. Under well-defined grievance procedures developed through collective bargaining, such concerns are brought forward, clarified, and resolved.

##### Definition of policy

Collective bargaining fosters clearer definition of administrative policy and procedure. The latitude for individual initiative in administrative judgment matters is defined specifically, especially in personnel decisions. This puts everyone on notice as to what to expect and what is expected. Misunderstanding is thereby minimized.

##### Rights guarantee

The written contract which results from bargaining contains, and therefore guarantees, many employee rights. Personnel procedures, including grievance procedures, are well defined and have a legal and binding effect. Disputes are not subject to the final interpretation of one of the parties, but to that of an impartial third party, such as a state labor relations board, or a court of law. This procedure minimizes the abuse of administrative power.

##### Faculty compensation

Collective bargaining has produced notable gains in faculty compensation.

##### Younger faculty

Younger faculty members benefit from collective bargaining, especially if the faculty

# Collective Bargaining

as a whole has substantial numbers of young faculty in the bargaining unit. They might view it as a method to protect their access to promotion and continuing pay increases. To this extent senior faculty members formerly sitting in judgment on these matters may lose power. In a traditional system, senior faculty exercise greater power than their numbers might indicate. But collective bargaining is a system of one man, one vote. If their numbers are substantial, young faculty gain power through the vote.

##### Educational policy

Collective bargaining will place more power in educational matters into the hands of the faculty, who are the real experts.

##### Competitive power

With regard to state institutions, it is argued that unionization enables faculty to better compete for available funds. Other public employees, who compete for the same funds are already unionizing.

#### Some Suggested Disadvantages

##### Costs

Collective bargaining rapidly increases costs. A new bureaucracy is needed to back up the negotiating team and to administer the contract. This would include labor relations experts, legal counsel, hearing officers, statisticians, and so on. Bargaining takes the time of regular academic and business university officers as well. It also increases professors' costs, through union dues.

##### Flexibility

Once a collective bargaining contract has been signed, the reference point of all contract-related policies and procedures becomes the wording of the contract. This weakens institutional flexibility and administrative decision-making power.

##### Bureaucracy

The new and larger bureaucracy, the centralization of power at the bargaining table, and the new detailed written procedures may have a homogenizing and standardizing influence on the campus. This is antithetical to the purposes of higher education, which must foster diversity of views and approach. Since institutions must serve a pluralistic society, they must themselves be pluralistic.

##### Power shifts

Collective bargaining brings about shifts in power within institutions. For example, where the union is dealing with the same or similar issues, the role of the faculty senate is jeopardized. In addition, under an increasing centralization of procedures and policy formulation, the traditional independence, pluralism and power of departments may be altered. Moreover, upper level administration will have to act more like management,



Professor Larry Steward, PSU AAUP Chapter president, testifies at Salem hearing.

Photo Courtesy OSEA

dealing with faculty as employees rather than colleagues. They will have to exercise powers of supervision and control like their industrial counterparts, to be certain contract provisions are adhered to.

##### Adversary relationship

Collective bargaining is an adversary approach to decision-making. Such an approach derives from industrial models or organizations which may not be appropriate for colleges and universities. Under such models, educational policy will be the result of negotiation, not thoughtful deliberation.

##### Demands on faculty

If collective bargaining results in financial gains for faculty, funding agencies may demand increased "productivity" in return for higher faculty compensation. For example, state governments may impose precise work load requirements and limit research facilities, sick leave, and sabbaticals.

##### University autonomy

In the case where the funding agent is external to the institution - a state government, for example - it is argued that there is a tendency for the agent to deal directly with the union in negotiation. Indeed, this is sometimes written into the law. This weakens institutional autonomy.

##### Standardization

Standardized pay increases are sometimes negotiated in collective bargaining contracts. This policy eliminates a merit incentive and prevents adequate rewards for outstanding service. This may lead to a lower standard of performance by faculty members. Out-

standing professors may leave, and the standardized restrictions on starting salary may make it difficult to recruit others.

##### Unit determination

Under the collective bargaining laws, agencies outside the university can make the final determination as to who is a member of the faculty bargaining unit. There are often a number of contested cases, such as the case of non-teaching professionals, or part-time teachers. The outside agencies (the NLRB in the case of private institutions) have sometimes chosen to place such groups within the faculty unit. It is argued that this may impair faculty integrity. Such groups have interests which are not entirely similar to teaching faculty.

##### The Future

What does the future hold for collective bargaining? Clearly it is here to stay. Although there have been 229 unionizations or certifications, there is no record of a single decertification.

Although growth in collective bargaining has slowed recently, there is no evidence that it will level off. The future of academic collective bargaining lies in part with the success of legislative activity in the states. A majority of states has not yet passed enabling legislation for public colleges and universities. When and if this happens, some commentators feel that the unionization trend will accelerate.

(Note: Statements made and views expressed are solely the responsibility of the author.)

## Portland State University Situation . . .

Portland State University hasn't been in the vanguard of the movement toward academic collective bargaining in the state, but there has been some interest in the concept.

The major development so far has been a petition filed by the Portland Chapter of the American Association of University Professors (AAUP) with the Public Employee Relations Board (PERB) asking for a local collective bargaining unit at PSU.

The future of that petition and similar ones at OIT, UO, OSU and OCE is in doubt for at least one major reason - PERB is considering a petition by OSEA for a system-wide

bargaining unit rather than local institutional units.

To file its petition, the AAUP chapter gathered what's called a showing of interest - signatures of 30 per cent of the persons in the proposed bargaining unit. The Independent Association of Professors, the Oregon State Employees Association and perhaps the American Federation of Teachers intervened by gathering signatures of 10 per cent of the members of the proposed unit.

Normally, an election would be held to determine whether faculty wanted representation and, if they did, which agent they wanted to represent them.

# Portland Theater: Is There A Future?

By Mary M. Webber

*Editor's Note: This is the first part of a two-part story on the theater scene in Portland. The second part will deal with the status and future of college theater.*

There are a lot of people who may never be bitten by the theater bug. There are others whose chromosomes have developed a grease paint factor. And there are the watchers-in-the-wings who hope to be entertained, enriched or enlightened after they pay their money.

How do these groups relate to theater in Portland? Is the audience getting its money's worth and are the producers getting their money's worth from the community? What is the future of theater in Portland and, in fact, is there a future?

Bill Mears, whose given name is Willard and who bears the title of director of public affairs for the KOIN radio and television stations, is a veteran of 33 years in the Portland theater wars. His background includes a youthful stint at Pasadena Playhouse and, concurrent with a working career in broadcasting, a long association with Portland Civic Theater, often as an actor and twice as president of its board. At the moment he chairs a City Club committee which is investigating the state of the arts - performing and otherwise - in Portland.

"The condition of theater in Portland is pitiful," he says. "The condition of the arts is pitiful." What he means, he says, is that "a lot of people in the community sit around saying that we should do something about the financial plight of the symphony and the theater and the opera, but what they really mean is that somebody else should do something. The fact is that the arts have never been completely self-supporting, and now that the king is dead, so to speak, we have to ask city, county and state governments to take a very hard look at assuming the patron role for the arts. They could look at it as an environmental task - because our cultural climate needs nurturing every bit as much as the trees and the flowers."

Asked whether the accusation was true that "the Brand X newspaper and all the Portland media ignore the arts to the extent that they are able," Mears expressed what may be a media-wide sense of confusion. "It used to



Bill Mears

be," he said, "that there was one theater, and it was a non-profit, community theater. There was one symphony and one opera. Now, there are theaters of all types and sizes, some commercial and some non-commercial, and various other performing groups - and all of them come to us asking for free time to publicize their productions."

"Some of these buy space in the newspapers and then expect public service time from the broadcast media. Some of them are private enterprises which are 'non-profit' only because they don't make any money. Where any confusion about status exists, we simply refuse to air any public service announcements at all. There need to be some new rules in this area."

"I see some creative, imaginative theater going on," he concluded, "and some extremely acceptable performances on local stages. At least, it seems to be the best theater that is available for local production. Perhaps theater itself is in a slump."

Mark Allen is probably Portland's prime example of "private enterprise" in the theater. Raised in Hollywood and schooled at Actors Lab there, he hit town in 1957, got a job as a radio disc jockey and performed in "The

Dairy of Anne Frank" at Civic Theater. In 1960, he "went commercial" with a production of "The Drunkard," a move which started Allen on a succession of private theater ventures including the Actors Ring, summer theaters at Bowman's near Mt. Hood, Salishan, at the Oregon coast and, finally, dinner theater.

"I had the feeling that the time was right for dinner theater in Portland," Allen recalled, "but it was difficult to sell. I had experimented with it at Bowman's, but got the Actors Repertory Company started at Friendly House before actually going ahead with it."

The Actors Rep soon became the Slabtown Stop theater, under Tim Welch's management, and Mark Allen and Company moved into the Portland Motor Hotel as the first full-fledged dinner theater in town. After a year, the operation outgrew its location and Allen, armed with hope and some respectable attendance figures, approached the venerable Benson Hotel. "It took a lot of faith on the part of the hotel," he reflected, "but it worked. We did 7,000 dinners at the Benson last year, and so far this year we're running 40 per cent ahead. The hotel probably did \$100,000 gross on the theater operation in '73, including the bar and residual business."

Allen currently is re-staging "The Drunkard" and plans to move it into the Benson in a musical, cabaret version to run concurrently with the dinner theater in its own "Gay 90's" theater.

"You can't mix Willie Loman with Scotch on the rocks," he admits. In the next breath, he also admits he is proud to find his commercial operation "in the black" (even though he still depends somewhat on commercial talent fees for his own livelihood) and he is able to pay his actors token sums. It's a tough neighborhood, he says, more suitable for a creative avocation than for making a living - "although I have been fortunate and happy in it." Asked what he would do if his 11 year-old son were seven years older and wanted to go into theater in Portland, he replies: "The first thing I would do would be to look for a good psychiatrist."

Ted Mahar donated "a half hour at the typewriter" to this compendium of theatrical knowledge and opinion. Accustomed though he is to casting a critical eye on individual productions and performances, he seldom has time or space to enlarge the scope of his vision and look through the glass (even darkly) at



St. Mary's Academy has received some acclaim for its quality productions like "Half A Sixpence" in the late 60s.



the comparative picture. Here is the verbatim Mahar:

"When I came to the drama desk of The Oregonian almost eight years ago, there were only Civic Theater, Lake Oswego, Mark Allen and the nucleus of the New Theater. Since then, we've added the Firehouse, the New Theater has grown, Slabtown has established itself, Present Tense joined Mark with dinner theater shows and the American Theater Company and the Portland Shakespeare Company have come and gone.

"The still rather exotic art of mime has been promoted by Frans Reynders and Stanley Sherman and the Hayes-Marshalls, although I hear that Frans is departing the scene.

"I feel that Portland theater has become tremendously more exciting than when I first began covering it. Before I came to this job, Civic practically split itself apart in civil war over whether or not to produce 'Who's Afraid of Virginia Woolf.' Civic has since staged 'Sticks and Bones' and Henk Pander's production of 'Unicorn,' both with sensational aspects, and Joe Orton's 'What the Butler Saw' is playing without incident in the Blue Room.

"While the local schools still do the most avant garde stuff, Portland theater does not shrink from new or daring plays, and all plays are immeasurably better performed than they were six or seven years ago. New talent has been coming from the colleges and from newcomers to Portland, and the level of production, direction and acting has been elevated considerably. Generally speaking, the infusion of new talent has taken place without supplanting the old. We still see the same old faces we always have, by and large, but with many new personalities interspersed.

"Nevertheless, the chance to make money with theater in Portland is as wraithlike as ever. Small groups continually try to turn themselves into professionals, but this has not yet happened and doesn't look as if it will happen in the foreseeable future. All successful theaters still depend on patronage of one kind or another. Actors are rarely paid and when they are it is a token.

"As far as the customers are concerned, this has remained relatively unimportant. They see better shows than ever, and it has not mattered whether the actors have been paid."

Sister Ignatia Ann Moore is an educator, and typical of the savvy females (notably

Chappell at Civic, Phillips at New, Tanzer at Jewish Community Center, Weiss at Firehouse and young Debbie Heasley at Contact Center) who are involved in the production and direction of Portland theater.

Sister Moore, who grew up in Portland, has taught at Marylhurst College as well as St. Mary's Academy, has served on the board of the American Theater Company and plans to attend a summer workshop session in acting at the Royal Academy of Dramatic Arts in London.

"In June, the theater scene always looks black for some reason," Sister Moore remarked, "probably because you've seen some creative young companies trying to get started during the year and you realize that those kids are going to have to pick berries or live on welfare. It's almost impossible to do truly artistic, creative work in theater and make a living at it. We have little regard or appreciation for the artist. Even at the ATC performances, it seemed that the people who were most involved were more interested in the social aspects - the party afterward - than in what was going on onstage.

"Theater here," she continued, "and probably everywhere, has to keep fighting ignorance and apathy and even a kind of fear people seem to have of becoming whole human beings. Theater is a form of soul nourishment, and it behooves us to create moving, inspiring theater. I see little of this in Portland. Maybe the reason is fear that if you do something interesting and exciting, nobody will come.

"Until we get audiences, we can do it to death and nobody will see it. That's what I'm trying to develop at the high school level - a demanding, appreciative audience for true theater. But even there, I'm having trouble keeping up the high performance standards we've been able to set, because, more and more, the girls coming in have a 'don't care' attitude and a reluctance to do the hard, disciplined work that a good performance requires."

Richard Hurst is a young man who couldn't be happier. A Canadian transplant who dropped out of his Montreal theater education at 19 and took the nine-year route to Portland via Vancouver, B.C., he has done 11 shows at Civic Theater during his two years in Portland, along with directing and choreographing stints for several other groups.

He is "actor, singer, director,

choreographer and it gets ridiculous after a while," according to Hurst, but he seems to be loving every minute of it. "I do," he admits, "and it's probably because I'm finally involved in theater to the exclusion of everything else and actually making a living at it.

"I see no reason why Portland couldn't become another San Francisco, if we work at it," he says. "There's lots to be done before a professional company could exist here. Performance levels would have to be brought up, and so on. But the potential exists."

"About a year ago, I brainstormed the idea of leaving for London, but then I decided why leave Portland just when it seems to be on the brink of a real leap ahead in theater. I want to be here during this interim period, because it could be a very exciting time. It hasn't been easy to get where I am, but I'm happier right now than I've ever been."

So what about theater in Portland? Depending on your sources, Portland theater is theater as it has been throughout recorded history; it is, to borrow a phrase, enjoying both the best and the worst of times.

Mary Webber is a free-lance writer from Portland. She was creative director for Petersen and Allen Advertising in Portland for many years and now does free-lance public relations and advertising work.

Among other things, she edits two newsletters, one for the Mental Health Association of Oregon and another for Loaves and Fishes. She has been involved in numerous theater groups in both acting and publicity roles. The groups include Civic Theater, Lewis and Clark Theater, Vancouver Civic Theater, Lewis and Clark Festival Association and the Theater Arts Opera Association. A Portland resident since her childhood, Miss Webber recently gained some note from coming up with a campaign featuring 31 ways to celebrate Mental Health Month.





# Puppets Spark Learning

Photo by Frank Kuo

By Michele Wiley

**I**ntroduce a furry little hand puppet to a classroom of students and watch what happens.

Everyone in the room may learn to listen better. The shy girl in the far corner may come out of her shell and begin to take part in classroom discussion.

So believe speech and drama teachers and librarians who are finding more and more effective uses for puppetry in therapy and teaching.

A number of Portland area teachers interested in puppetry persuaded Robert Vogelsang, head of PSU's Speech Department and a performing puppeteer for more than 20 years, to offer a night class spring term on "Puppetry for Clinic and Classroom."

Two of the most enthusiastic participants in Vogelsang's class were former PSU students now teaching in city schools.

Layne Stevens, a 1972 graduate in speech, is director of speech and forensics at Madison High School.

He began using puppets a year ago "after subconsciously picking something up from *Sesame Street* where puppets are used so well as a teaching medium. I thought it would work in a classroom too."

Stevens' initial attempts were so successful, he decided he needed some classroom work to learn more about puppet making and to develop new teaching techniques.

In the evening puppet class, students were required to produce five different kinds of puppets each with a different classroom or clinical purpose.

Productions included marionettes, shadow and hand puppets. A wide variety of construction materials were used ranging from cloth to paper and clay mache to wood putty and even footballs.

"I'm discovering there's no end to what puppets can do and the successful applications that are possible," Stevens said near the end of spring term.

In his own speech classes, Stevens had already discovered "puppets are very effective in getting reticent students to start speaking in class. And students who have pent-up anxieties will say things to puppets they wouldn't say otherwise."

Additionally, Stevens has found puppets to be very helpful for speech pathology work.

"The speech teacher or the speech therapist and a student can more easily help 'the puppet' overcome 'his' lisp or stutter than the other way around," Stevens explained.

Adding to the clinical uses of puppetry, Vogelsang told about one of his teachers who used a puppet to help a high school athlete who had trouble running his words together.

"Actually, the potential for using puppets educationally is very great," Vogelsang said. "In the children's section of a San Francisco hospital, children scheduled for surgery are taught the procedure of surgery with puppets as a method of softening the threat to them."

"Elementary teachers find puppets particularly good to teach good listening habits and such theories as size relationships."

Stevens has future ideas planned for puppetry. This past year he introduced puppetry into the Portland Interscholastic League forensics competition. When 50 students entered the competition, Stevens decided he would try next to make it a part of statewide competition. At Madison next year, he hopes to use puppetry in playreading units in his English classes.

Already, puppetry is the main focus of Mark Fantetti's drama classes at Fremont Junior High School in the Parkrose School District.

Fantetti, who came to PSU to earn a teaching degree after 21 years in industry, first became intrigued with puppetry when he observed Vogelsang, the puppeteer, in action at a speech institute at Washington State University in 1966.

"You might say he inspired me but he didn't teach me," says the 55-year-old teacher of speech and drama. "I took my first and only puppetry class in the theater arts department at PSU."

Fantetti's junior high students learn to produce an entire puppet show. They structure and write the play, draw their own scenery, make the puppets and create the sound effects and background music. Then they perform before the student body, elementary schools, the PTA, churches and civic groups.

Fantetti brought one of his students, Sam Schmidt, to Vogelsang's evening class to perform.

His emphasis on puppetry in drama is similar to what more and more librarians who get involved in storytelling are doing with puppets. Several librarians were enrolled in the evening class.

Like Stevens, Fantetti has found the major reward in puppetry in the classroom is that "students who have been introverts become extroverts."

"I had one girl who would do all the written work required for class, but until she could get behind a puppet she wouldn't make any oral presentations. Now she does both."

Though none said it, the teachers' own enthusiasm strongly hinted that the real secret of the puppets' effectiveness is that, very simply, they make learning fun.

# BEOG Aids Undergrads

Basic Educational Opportunity Grants, the program the federal government hopes will become the cornerstone of financial aid for college undergraduates, is the key to a cautiously optimistic outlook for aid at Portland State University in 1974-75.

More money will be available and more students will be eligible for assistance under BEOG, which is moving into its second year after a less than auspicious debut in 1973-74.

BEOG may be the key, but if it is to be a significant source of aid for students, more of them have to take advantage of it. Only 87 students at Portland State received grants during the first year. Officials estimate three times that many could have qualified for money. Similar stories were told on campuses across the country.

Two developments give financial aid advisors at PSU some reason to hope next year may be a different story as far as BEOG is concerned. First, eligibility standards have been expanded to include any student who didn't attend a post-secondary institution prior to April 1, 1973. In most cases, that will mean sophomores will be eligible for grants whereas, during the first year of the program, only first-time, full-time freshmen could apply for money.

And perhaps just as important, the maximum amount of the BEOG grant is expected to jump from \$452 per student per year to \$800 per student per year.

The federal government has allocated \$500 million to the program for 1974-75 and, although there is some speculation it may be reduced by impoundment, there is little question more money will be available than the \$122 million appropriated in 1973-74.

And if you're a student, that's good news. There's more good news in the outlook for other types of financial aid at PSU next year. Richard Streeter, director of financial aids, says Portland State will receive at least as much federal money in 1974-75 as in 1973-74.

On top of that, aid will be available to certain students under the Law Enforcement Educational Program, which allows pre-service loans to law enforcement students enrolled in the Administration of Justice program. PSU is one of only seven institutions in the country participating in the program.

Financial aid advisors say all incoming freshmen should apply for BEOG funds. Awards won't necessarily increase the amount of financial aid a student receives, but because BEOG funds are outright grants, it will enable advisors to make up better packages of aid using grant money rather than loans.

There is a separate application form for BEOG and that apparently deterred some students from applying this year. But it has been simplified for 1974-75. Forms are available at most high school counselor's offices and at public libraries.

Forms for other types of aid also are available from most high school counselors. Students must fill out a State of Oregon financial aid application, a Parents Confidential Statement and, in most cases, should check with Financial Aid Offices at individual institutions.

Any questions on financial aid and appropriate application steps may be directed to the PSU Financial Aid Office at 229-3461. The office is in Room 192, Neuberger Hall (724 S.W. Harrison).



Deborah Rubstein



Mark Westcott

## Area Musicians Compete in Moscow

Two Portland area young people have been chosen to compete in Moscow, Russia at the Fifth International Tchaikovsky Competition for cellists, pianists, vocalists, and violinists, June 17 through July 4.

Deborah Rubstein, a former PSU student, and Mark Westcott, graduate of Oberlin University and the Eastman School of Music, whose father teaches at PSU, have been given the honor of competing against artists from throughout the world.

Ms. Rubstein, daughter of musician Ariel Rubinstein, will compete against other vocalists in the 20-28 age group. A soprano, Ms. Rubstein, age 22, has studied singing since she was 12 years old, and has sung professionally since age 18. She is currently studying voice with her father, and Lawrence Smith, Oregon Symphony Orchestra conductor and recently

appointed adjunct professor of music at PSU. Deborah hopes for a career in opera, and says the chances are "very good" for her. She is quick to point out that being invited to the competition is a great honor and that this competition is the one that started Van Cliburn on the road to stardom. The work is tough because all works must be performed from memory, and must be sung in the language in which they were written.

Westcott, son of Health and Physical Education professor Howard Westcott, will compete against pianists in the 16-28 age group. Westcott is currently in New York preparing for the competition.

The competition consists of three events. Winners of all three are awarded 3,000 rubles, a gold medal and a concert tour of the Soviet Union.

## Blumel Stresses Urban Priorities

(Continued from Page 3)

of their own educational objectives, not just cost. We realize community colleges are the better choice for many people, but the deciding factor shouldn't be which is cheaper."

Blumel cited two other variables in what he described as an uncertain future for enrollment — the unpredictable attitude of the potential college population toward the value of higher education and the unpredictable student preference toward type of institution.

On the first point, Blumel noted some skepticism about the value of higher education on the part of some high school students, but said he regards it as a temporary phenomenon. "In part," he observed, "it's a reaction against the unexamined assumption of the 50s and 60s that higher education was good for everyone. The pendulum may be swinging back."

"An objective analysis of the benefits of higher education over a long period leads inevitably to the conclusion that higher education has been a powerful force in personal development, social change and economic growth. There is no reason to believe it won't continue."

On the other point, Blumel said some statistics indicate a shift in student preference toward the residential campuses — like OSU and the U of O — rather than the urban campus.

But again, he said there is no reason not to expect a shift back to the urban campus.

Joseph C. Blumel has been associated with Portland State University since 1957 when he joined the faculty as an instructor in economics. He became an assistant professor in 1959, an associate professor in 1965, a full professor in 1969 and, at one point, served as acting head of the Department of Economics.

Before he was appointed vice president for academic affairs in 1970, Blumel served as dean of undergraduate studies and associate dean of faculties.

Born in Kansas City, Blumel did his undergraduate work at the University of Nebraska and also received his master's degree in economics there. He received his doctoral degree at the University of Oregon with a dissertation on the effectiveness of monetary policy.

While a member of the teaching faculty at PSU, Blumel has served two terms on the Faculty Senate, two terms on the President's Advisory Council, has been chairman of the Curriculum Committee and has been a member of the Scholastic Standards Committee, the Library Committee and the Presidential Search Committee. He also served on committees which developed two Ph.D. programs - Urban Studies and Systems Science.

He is married and has two daughters, ages 11 and 5.



# SUMMER CALENDAR

## CHAMBER MUSIC NORTHWEST

The six week festival of Chamber Music Northwest, sponsored by Portland Summer Concerts Association, PSU, Reed College and Lewis & Clark College, will open its Thursday series, June 20 at 8:30 p.m. in the Reed College Commons. Snacks will be served at 7:30 p.m. on the lawns of Reed as well as during the intermission. The Monday series will begin June 24. Reserved seat admission for each concert is \$5; general admission is \$3.50 and student admission is \$1.75. Series tickets are available for \$23 each. Complete ticket information is available from the Summer Session Office at 229-4081.

### Thursday Series

June 20 — Works by W.A. Mozart, M. de Falla and P.I. Tchaikovsky

June 27 — Works by Edwin Dugger, Z. Kodaly and W.A. Mozart

July 4 — A salute to American music, Benjamin Franklin, John Antes, Arthur Foote, William Bolcom and George Gershwin.

July 11 — Works by F. Mendelssohn-Bartholdi, Sidney Hodkinson and L. Spohr

July 18 — Works by G.F. Handel, Niels Gade, M. Ravel and F. Mendelssohn-Bartholdi

July 25 — A program of trios, works by E. vonDohnanyi, P. Hindemith, and L. vanBeethoven

### Monday Series

June 24 — Works by W.A. Mozart, L. Janacek and A. Vivaldi

July 1 — Works by J.S. Bach, William Bolcom, William Albright

July 8 — Works by D. Scarlatti, William Albright and J. Brahms

July 15 — Works by J.S. Bach, A. Schoenberg, G. Mahler and W.A. Mozart

July 22 — Works by F.J. Hayden, Mario Davidovsky, O. Respighi and R. Schumann

July 29 — Works by G.F. Handel, R. Schumann, William Albright and J. Brahms

### Special Concerts

June 26 — The Golden '90's Parlor and Theater Songs

July 10 — The contemporary organ played by William Albright in Agnes Flanagan Chapel at Lewis and Clark College

July 24 — An all Beethoven program

July 30 — A surprise concert

## COASTER THEATER PRODUCTIONS



Photo Courtesy Daily Astorian

The Coaster Theater opens its sixth season July 4 at Cannon Beach with productions scheduled Thursday, Friday, Saturday and Sunday evenings throughout

the summer. Curtain times are 8:30 p.m. Adult admission is \$3; youth admission (14-21) is \$2 and children's admission is \$1.50. Productions include:

July 4-7; 11-14 — "Desk Set" by William Marchant

July 18-21; 25-28 — "A Thurber Carnival" by James Thurber

Aug. 1-4; 8-11 — "Dial M for Murder" by Frederick Knott

Aug. 15-18; 22-25 — "Harvey" by Mary Chase

For reservations, call (503) 436-2372 or write Coaster Theater, Cannon Beach, Oregon, 97110. (All tickets are reserved.)

## COMMENCEMENT

Aug. 8 — Summer commencement will be held in either the Park Blocks or the Ballroom in Smith Memorial Center (depending on the weather).

## ENVIRONMENTAL EDUCATION CENTER

The center, in Room 373, Lincoln Hall, is open to the public as a self-learning operation created to bring people together and to assist in solving environmental problems in the tri-county area. Summer hours are 8 a.m. to 4:30 p.m. on weekdays except Wednesday when the center is open from 7 a.m. to 9 p.m.

## FALL TERM REGISTRATION

Sept. 27 — Registration for full and part-time students enrolling in either day or evening classes

Sept. 30 — Day and evening classes begin

## FILMS

A "Modern Theater Retrospective," sponsored by the PSU Film Committee, will be shown Tuesday evenings in the Smith Memorial Center Ballroom. There will be two showings starting at 7:30 p.m. Admission is \$1.

July 2 — Jerzy Grotowski and the Polish Lab Theater perform "Akropolis"

July 9 — Joseph Chaikin's Open Theater performs "The Serpent"

July 16 — "New Actors for the Classics" with Stacey Keach and the New City Center Acting Company perform excerpts from Brendon Behan's "The Hostage" and "The School for Scandal"

July 23 — "Golden Age of Second Avenue" narrated by Hershel Bernardi, tracing the history of Yiddish theater in America

July 30 — Laurence Olivier's Chichester Festival Theater productions of Anton Chechov's "Uncle Vanya," performed by Lord Olivier, Joan Plowright, Sir Michael Redgrave and Dame Sybil Thorndike

Aug. 6 — "American Ballet Theater: A Close-up in Time," a 90-minute color film tribute to the American Ballet Theater. A celebration of America's oldest and most distinguished dance company, now the official company of the J.F. Kennedy Center for the Performing Arts in Washington, D.C.

## FOOTBALL

Home games only, Civic Stadium, admission \$3.50, high school and under \$1.

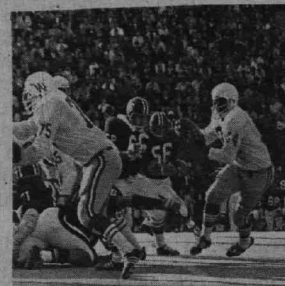
Sept. 7 — Montana State, 7:30 p.m.

Sept. 21 — Eastern Washington, 7:30 p.m.

Oct. 26 — Simon Fraser, 7:30 p.m.

Nov. 2 — University of Montana, 8 p.m.

Nov. 16 — Central Washington, 1:30 p.m.



## SUMMER ADVISING AND REGISTRATION

Aug. 13-30 — Make an appointment to plan a college program with faculty advisers, and to register and reserve a place in the courses and sections you want fall term during PSU's special Summer Advising and Registration program for incoming freshmen.

Choose one of these dates for the full-day program, 8:45 a.m. to 4:30 p.m.:

Aug. 13, 15 or 16

Aug. 19, 20, 22 or 23

Aug. 26, 27, 29 or 30

Or choose a two-evening session: Aug. 13-14, Aug. 20-21, or Aug. 27-28

You may call the Office of the Dean of Undergraduate Studies, 229-3429, to make an appointment.

## SUMMER SESSION BEGINS

June 18-August 20 — More than 600 regular courses and nearly 70 special programs begin almost every week in PSU's Summer Session. Both day and night classes are available and last from one to eight weeks. Formal admission isn't required to attend summer session. Registration in the regular courses occurs at three different times. The full eight-week registration date is June 17 and classes run from June 18-Aug. 9. June 17 is also the registration date for the first of three concentrated short terms each lasting almost four weeks (June 15-July 12) during which full year courses from 11 fields are offered. Dates for the other four-week terms are July 15-Aug. 7 and Aug. 8-20. Registration in special programs, which begin each week throughout the summer, is open now through late August. Complete information may be obtained by contacting the Summer Session Office, 229-4081.