

Biggest bundle of them all: EMU asks for \$511,682 in fees

The grand-daddy of them all, the EMU budget, was presented to the incidental fee committee Thursday night. EMU director Dick Reynolds laid out the mass of statistics, charts and graphs detailing the \$1.6 million budget, of which \$511,682 is being asked for in student incidental fees.

\$455,328 of that sum is operating expenses. That figure represents 53 percent of all incidental fees. Last year operating costs were only 37 percent of the fee total. According to Reynolds, about two-thirds of the increase is due to additional operating costs for the new addition which is expected to be finished in December. The remaining third is due to inflation.

Reynolds put it more simply by saying that each student paid \$6.49 each term this year for the operation of the EMU. Included in the operating budget proposal for next year is \$203,000 in administrative costs and \$133,000 in salaries and wages. Reynolds said there were about 80 full-time employees of the EMU. Committee member Manuel Hernandez asked Reynolds for an itemization of the jobs which would list which positions were

held by faculty, which by students, and which were classified. "I don't think it's too much to ask," said Hernandez. "You evaluate the programs as to how effectively they work. Now it's our turn to evaluate you."

Reynolds also pointed out that the actual building of the new addition was not part of the budget. Building costs are paid for with \$10 included in each student's tuition each term for building expenses. Reynolds also said the proposed cultural center was in no way included in the budget.

Several smaller programs, each under the EMU roof and included in the EMU budget, presented their proposed spending for next year. Among the smaller programs were the Women's Recreation Association, Crisis Center and Club Sports. The Women's Recreation Association asked for \$16,801. Committee member Andy Holcomb discussed the possibility of subtracting that sum from the Athletic Department's budget.

Preceding the mind-boggling EMU presentation were two other program budgets, both

first-time requests for incidental fees.

Dr. Donald DuShane of the University Theater asked for incidental fee support that could help lower the price of student tickets to Theater productions.

"I don't come to you with a highly persuasive motive," said DuShane. "We can function without you. Your aid will be to the students." He said whatever the fee committee could contribute would proportionally cut student ticket prices. Adult ticket prices would remain the same. He cited recent complaints about the high price of student tickets (the price was raised from \$2.50 to \$3.50 last year) as the reason for him asking the committee for money.

The Asian-American Students presented a request for \$9400.

The group's main need is for reference materials. \$1000 of the budget is allocated for audio-visual supplies, books, newspapers and magazines. Spokesman Gary Young Kim stressed the organization's need for identity. "We are not asking for money to go mountain climbing," he said. "We are asking for something basic to the way we live."

At panel discussion

Preschool — good or bad?

By WANDA ERICKSON
Of the Emerald

Pre-school education, its value and what needs to be done, was the topic Tuesday evening of a panel discussion held as part of the "Week of the Young Child."

Participating in the discussion sponsored by the Oregon Association for the Education of Young Children, were Siegfried Englemann, associate professor of special education; Robert Leber, professor of psychology; William Sheppard, assistant professor of psychology; Mary Rothbart, research fellow in the department of psychology; Martin Waechter, visiting professor, special education, all of the University, and Marion Carlin, associate professor, department of family life, Oregon State University.

Englemann stressed that preschool curriculum should focus on the skills needed by children to function well in upper grades.

"One out of five kids will go down the drain (in school) for no reason of their own," he said.

Waechter agreed essentially with Englemann and said that preschools needed to attend to a greater variety of skill training — "those things that help us lead more productive adult behaviors."

Waechter said that adults have been playing a "readiness-waiting game" in the education of young children and that young children can be taught skills at a very early age. He cited an example of teaching four, five, and six-year olds to read with very little difference in ability to learn detected.

The effects of pre-school education should be looked at carefully, said Rothbart.

She questioned the value of early education and cited a recent study done in a Guatemalan village where children for the first 18 months of their lives were kept isolated in huts. At the end of the 18 months, the children were found to be much like institutionalized children, she said, and were unresponsive and fearful.

However, Rothbart said, the same children at ages five to nine were tested on items like recall, and recognition of objects and were found to be only two or three years behind American children. At age 11, said Rothbart, the test results of the Guatemalan children were comparable to American children at the same age.

Carlin said in order to teach young children, it was important to provide an environment where a child will want to learn, and not to force him when he wasn't interested.

"Infants have a tremendous eagerness to learn," said Carlin. "They are learning every minute."

But Carlin noted that by the

time many children have reached the middle grades "they hate school."

Sheppard also expressed criticism of the present school system, noting that pre-school educators only had two years to teach a child after a parent has had "four years to either screw up or accelerate" him.

He suggested beginning education in the prenatal period and continuing through high school.

A child must form key concepts early in life or possibly be handicapped later in school, said Leber, and he stressed that pre-school teachers must deal with parents as well as the children in a pre-school program.

Carlin agreed, saying, "Unless you do parent education, you're leaving out a lot you might otherwise do with the child."

In the question-and-answer period following the discussion, a parent expressed concern that school curriculum varied greatly between different schools.

Englemann said part of the problem was that no standards for performance of children were set up and that few states had defined what responsibilities the teacher had in teaching.



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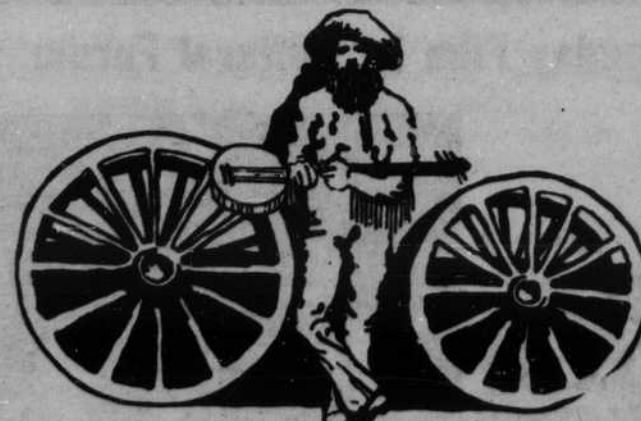
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50¢ for children

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9:30 Bible School 6 P.M. Gospel Hour
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