

Bartlett: Measure 5 changes slow in coming

By Colleen Pohlig
Oregon Daily Emerald

Since the passage of Ballot Measure 5, the 1990 property tax-limiting initiative, state higher education schools have seen tuition almost doubled, programs and departments slashed along with staff and faculty positions and serious budget uncertainties about the future.

And it's only projected to get worse from here, state higher education leaders say. It is not likely the current Legislature will come up with replacement revenue for higher education, most say.

Under Gov. Barbara Roberts' budget proposal, the state's eight public colleges and universities would get \$634 million from the general fund, 12 percent less than they now get.

The proposal is likely to mean tuition increases of 7 percent each year and enrollment cuts of 4,500 students, or 7 percent of the total.

Closer to home, the University receives about \$64 million in state funding each year, and Roberts is projecting providing \$14 million less than that next year.

The following interview with Thomas Bartlett, the chancellor of the state system of higher education for more than four years, is in two parts. In today's article, Bartlett comments on the progression of budget issues in the Legislature and on the public's view of higher education.

In Friday's article, Bartlett will answer questions about the future of higher education — what to expect in the coming years and the effects that Measure 5 has and will continue to have on students, faculty and the state.

Oregon Daily Emerald: How do you feel higher education budget issues are progressing in Salem right now?

Bartlett: Until the House vote on the school budget (kindergarten through 12th grade) four weeks ago, there was widespread doubt and skepticism about Measure 5. Most people heard a lot about the problems of (Measure) 5 and felt none of it. When it became clear that there were going to be the first noticeable cuts in public schools (K-12), suddenly everything changed.

Now that Measure 5 has begun to affect public schools, there will be much more consensus that we have a problem and much more willingness to discuss possible alternative courses than there have been up until now.



Thomas Bartlett

Therefore, now in the Legislature, the prevailing view is "we've got to get a budget finished, and before the session ends, we've got to get onto something about revenue replacement." That doesn't mean it will happen, and it doesn't mean the public has gotten to that point yet, but at least for the first time, the mood in the Legislature is changing.

With higher education now, we've gone through trying to manage our budget problems as carefully as we could so as not to trash our institutions or our

programs. We've taken cuts, but we've kept institutions open.

There's also been a shift of burden of tuition payment from the public to the student, and this is a national phenomenon. The public policy and the public mood all say that shift is not yet finished.

Do I think this is good public policy? No. I go clear back to the days where the older generation paid for the younger generation's higher education. It's much more assumed that the user — the individual — will take more responsibility for higher education as contrasted to the society.

ODE: How do you feel about the public's view of higher education as opposed to secondary and primary systems?

Bartlett: Very few people understand this. Oregonians make a sharp break in their minds between the public value of K-12 and 13 and above. They make the assumption

that K-12 is essentially a public social responsibility and that above that is partly public, but heavily private.

There was a time when that was a valid distinction. But if you look at wage and salary levels now, that's not a valid proposition.

If we're really serious about having living wage employment, strong public services and a dynamic society, you have to assume that the majority of people are going beyond high school at some point. At that point, what is the difference between the 12th and the 13th grade, and the 12th and the 15th grade?

And yet our attitudes toward these are like they are right and day. In an ideal society, your tax base would be progressive, and therefore, you would get money from people on the basis of their ability to pay and then you would provide all of education free.

Or all education would be paid for on the basis of your ability to pay, but it wouldn't matter if you were talking about the 12th grade or the 16th grade because all of these now have the same social implication. All of them are essential for a prosperous and well-functioning society.

ODE: Primary- and secondary-school system (K-12) leaders have been lobbying for state money and have launched various public relations campaigns to explain their plight to voters. Why haven't we seen higher education leaders lobbying for additional funding?

Bartlett: Many of the new legislators came in with little information but a great deal of negative images of higher education — how professors spend their time, that they're elitist institutions, and so on.

In the last three months, however, the Oregon Student Lobby, campus presidents and others have done a lot of one-to-one communication, and many different groups have gotten involved in the process.

It isn't clear how much kicking and screaming really amounts to anything because everyone is kicking and screaming. (Legislators) need to be convinced not just of the arguments, but they need a face put on higher education.

COMMUNITY UPDATE

Historic preservation week

Historic Lane County homes, business buildings and parks will be the featured attractions during National Historic Preservation Week, May 9-15.

This year's national theme, "Preservation and Livable Communities: Make the Connection," invites urban and rural residents to learn more about the tie between historic places and the quality of community life.

The nationwide celebration is designed to be a week of appreciation devoted to national and state historic resources. Preservation week in Lane County focuses on historic properties in Springfield, Eugene, Coburg and Cottage Grove with home tours, neighborhood walking tours, historic house dedications, lectures and film presentations.

Some of this year's highlights include the dedication Sunday of Eugene's Shelton-McMurphrey-Johnson House, the Farmer's Union Marketplace and the East Skinner Butte District into the National Register of Historic Places.

For a complete schedule of events, contact Lisa Teresi-Burcham of the Lane Historic Preservation Council at 344-5546.

Festival seeks craftspeople

Artists and craftspeople are being sought to occupy the 40 booths and 10 strolling vendor positions available at the 1993 Springfield Filbert Festival, to take place Labor Day Weekend.

Applications are available by writing to Springfield Filbert Festival, P.O. Box 480, Springfield, 97477, or by calling 726-3703. Deadline is June 1.

Play faces



Photo by Anthony Forney

Devin Crone, Lesli Larson and Claudia Yukman don the masks worn in Perversion, Performance and PHO, a play to be performed Friday at 3:30 p.m. in the EMU Gumwood Room.

Counselors to help freshmen select majors

By Chester Allen
Oregon Daily Emerald

Undeclared freshmen will have a chance to investigate possible majors and also learn about new University graduation requirements during a series of counseling sessions next week.

Counselors from Academic Advising and Student Services will also examine the freshmen's academic records to determine if they are making timely progress toward their degrees, said Becky Sisley of Academic Advising.

"We believe these sessions will give students greater control over the management of their academic life," Sisley said.

Tom North, University assistant registrar, said 958 freshmen had not yet chosen a major as of spring term.

Freshmen can attend group counsel-

ing sessions from May 10 to May 13 at different locations around campus, Sisley said.

Students attending these sessions may also sign up for individual talks with counselors.

Freshmen who have declared a major receive advising from their department, but these students may also attend the sessions, Sisley said.

Once students choose a major, their records are transferred to their major department, where they are given a faculty adviser, but undeclared students depend on Academic Advising for advice, Sisley said.

The University decided to conduct the sessions because too many "career students" are taking too long to graduate, and many lower-division classes are clogged

with seniors scrambling to fulfill graduation requirements, Sisley said.

The Oregon State System of Higher Education is considering charging resident students out-of-state tuition if the students take more than 48 credits past their major's graduation requirements, Sisley said.

"A lot of students float around, picking and choosing classes," Sisley said. "If they don't meet their major requirements in a timely way, it may cost them a lot of money."

Seniors cramming into required lower-division classes is also a problem because they prevent some freshmen from getting into needed classes, Sisley said.

Duck Call registration for freshmen begins May 26, and all freshmen should get academic advice before registering for fall term, Sisley said.

ET ALS

MEETINGS

Circle K International will meet tonight at 7:30 in EMU Century Room F. For more information, call 344-5078.

Sexual Identity Group will meet today at noon in EMU Century Room C. For more information, call 346-4099.

MISCELLANEOUS

Academic Advising will sponsor a "NTE/CBEST Workshop" by Cathy Barnes, ALS, who will review how to prepare for and take these standardized tests commonly required for admission to teacher education programs, today at 3:30 p.m. in Room 164 Oregon Hall. For more information, call 346-3211.

Museum of Natural History will present Jon Erlanson, assistant professor of anthropology, to speak about "Early Maritime Societies from California to Alaska" today at 4:30 p.m. at the Museum of Natural History, 1680 E. 15th Ave. For more information, call 346-3024.