

# Legislative pressure advised State funds available for colleges

Editor's note: This is a continuation of a series dealing with community colleges by Dr. Edmund J. Gleazer, Jr. which appeared in the Bridge; Portland Community College's student newspaper.

It is possible for community colleges to get state legislatures to appropriate more money to cover college operating costs according to Dr. Edmund J. Gleazer, Jr., president of the American Association of Community and Junior Colleges.

In a recent series of articles, Gleazer outlined his proposals for keeping the community colleges open to all students, not just those of the wealthy and middle classes.

In the spring of 1976, a 28-year-old student at Florida's Miami-Dade Community College headed an informational program that moved the Florida legislature to appropriate an additional \$12 million for the state's community colleges.

He formed the Florida Committee for Educational Stability which asked the state legislature to reassess current priorities with regard to community colleges and to see the colleges as an investment rather than as an expense.

In their statement to the legislature, the committee said that since students were being denied educational opportunities for the first time in the history of the state of Florida, and since this would result in an educational elitism that would deny opportunities for poor and minority groups, the legislature should expend its energies to find a means to reinstate higher educational opportunities for all its citizens.

This statement and the efforts of the 479,000 people represented by the committee caused the legislature to re-examine its priorities and reappropriate the \$12 million from existing funds, thereby helping

the community colleges without raising taxes.

Other states could conceivably accomplish the same results and continue to make higher education available to all.

In some states, community colleges have continued to serve increasing numbers of students even though resources have remained constant.

To do this, they have cut back on maintenance and counseling services, retiring teachers have not been replaced and the salaries of faculty and administrative services have been frozen.

Through all this some policy makers have said, "We knew there was a cushion in your budget."

Now the leaders of these institutions are saying that they must cut back on enrollment and let the legislators feel the pressure.

Harry Provence, Chairman of the Coordinating Board, Texas College and University System, has said that it is imperative for the education community to reassess their patterns of education before non-educators do it.

He feels that it is necessary to center concern on the "nation's need for a broad and diversified program of educational opportunity rather than on the survival or even the well-being of community colleges."

The nation's 25-year-old goal of providing appropriate education up to the limits of every individual's potential is now under question, according to Provence.

In acknowledgement of common interest, the "American Association of Community and Junior Colleges and the American Vocational Association are developing jointly-sponsored activities which will lead toward more effective relationships between vocational schools and community colleges in the provision of educational opportunity," wrote Provence.

In this way other institutions and organizations can take the load off community colleges in helping to educate the American people. According to Provence, "It is a good time for those who have courage, values and commitments to stand together."

The 65 million Americans who are represented in the membership of the unions and their families may be a powerful force in making educational opportunities available to all.

"Community colleges are involved in a growing way as an educational resource that large segment of our population in turn the union membership can be a source to the community colleges. It is an interpretation of the worth of its program and in the generation of necessary support," said Provence.

## Financial aid office lists basic requirements

A meeting was held recently by the financial aid department to determine what grades are expected of students receiving financial aid.

Kitty Sellman and Marty Siemroth, student representatives to the financial aid department, proposed a satisfactory progress chart which was accepted by the Financial Aid Committee.

This chart consists of a minimum amount of hours a student must complete and pass in order to receive financial aid. The state recommends that a student receiving monetary assistance take at least 12 credit hours but nine hours is the actual minimum acceptable load considered satisfactory.

By the first term, nine credit hours must be taken and passed if a student wishes to continue receiving financial aid. The second term 18 compiled hours is expected; third term - 30 credit hours, fourth term - 42 credits, fifth term - 54 credits, sixth term - 66 credits, seventh term - 78 credits, and completion of his eighth term the student should have compiled at least 93 credit

hours.

Ron Hoodye, financial aid specialist, will soon be calling students in who are short of hours to make arrangements as to when and how missing credits can be made up.

"There is a financial aid committee to whom students can appeal any decision made by the financial aid office," said Hoodye.

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