

9-2010

Interview with W. T. "Bill" Lemman

W. T. "Bill" Lemman

Michael O'Rourke

Follow this and additional works at: https://pdxscholar.library.pdx.edu/rememberpsu_oralhist

Let us know how access to this document benefits you.

Recommended Citation

Lemman, W. T. "Bill" and O'Rourke, Michael, "Interview with W. T. "Bill" Lemman" (2010). *Portland State University Oral Histories*. 3.

https://pdxscholar.library.pdx.edu/rememberpsu_oralhist/3

This Interview is brought to you for free and open access. It has been accepted for inclusion in Portland State University Oral Histories by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: pdxscholar@pdx.edu.

WILLIAM "BILL" LEMMAN

23 September 2010

Recording Session 1

Portland State University Oral History

Transcribed by Ellen Beckett

Edited by Clarence Hein

Audited by Carolee Harrison

[Note: This transcript has been abridged from the original interview. Omissions are noted in brackets. The full transcript and recording are available through University Archives at Portland State University Library.]

MO = Michael O'Rourke

BL = Bill Lemman

MO: I'm here with Bill Lemman, and today's date I guess is the 23rd of September of 2010, and Bill, I wanted to start at the beginning...

[First section of interview, pages 1-13, omitted.]

MO: So you went to -- I guess it was called the Vanport Extension?

BL: Vanport Extension Center.

MO: Yes. It was a newly created institution, I think.

BL: Yes, it was. As I mentioned, the returning veterans kind of overwhelmed the campuses, particularly in terms of resident hall accommodations. So Stephen Epler, who had been at Southern Oregon College as a counselor, had the

idea of bringing the college to the housing, rather than the housing to the college, and so he knew that Vanport was actually a small city, in fact there was 25,000 or 28,000 people who lived there during the war who worked in the shipyards in Vancouver and the Portland area, the Kaiser shipyard particularly.

So there it was; all of those people had -- a lot of those people, most of them, had moved. Their jobs had been gone like everything else when the war was over; they quit building ships.

So it was his idea to start a college there at the housing at Vanport, and was successful in persuading the dean of the General Extension Division that it was a good idea--and eventually, the Board of Education. They approved that in the spring of 1946, and he started assembling staff and faculty and had a small enrollment in summer of '46, and then went full-bore in the fall of 1946.

MO: And was that when you started?

BL: Fall of '46.

MO: Just for reference, what part of town were you in?

BL: We lived out in the Eastmoreland area, off of -- let's see, it was 46th and -- I can't even remember the other street that was the north-south, but anyway, in that general area.

MO: And were you living with your dad and stepmother at

that time?

BL: Yes. Yes.

MO: So Reed would have been a little closer.

BL: It would have been a hop and a skip.

MO: But it was a bit of a commute out to Vanport?

BL: Yes. I bought a 1930 Model A for \$300, and that was my transportation back and forth.

MO: Well, tell me a little bit about the community at that time. You mentioned already I guess that a lot of people worked in the shipyards, so there must have been recent unemployment maybe --

BL: I expect so. We didn't really mix too much with those folks because they had their activities, and we had ours. Of course I wasn't living there, although many of the students and a good number of the faculty lived at Vanport in those apartments, but of course there was a grocery store, and there was a small movie theater, and there was a drug store and there was a fire station and a post office. It was a small city, so it had all those accoutrements, but we didn't -- at least those of us who commuted didn't have much interchange with the other folks that were not associated with the college.

MO: But was it was a small, self-sufficient town, then?

BL: Yes, it was, during that early period.

MO: Probably one of the bigger cities in Oregon at the time.

BL: I think it was perhaps the second largest at its peak, with around 28,000, as I recall. I don't know what Eugene and Salem were at that time, but they would have been the only others that were near that number.

MO: So what was the Extension Center itself like?

BL: It took over a number of those store buildings, like a grocery store building, and chopped them up into classrooms and other buildings, one made into a small library, and some administrative offices and so on. It was World War II housing type construction, so it was not permanent. There was no brick walls or anything of that sort. It was all frame construction and very modest.

MO: And what was your experience there with the teachers and students?

BL: The teachers, many of them were just two, three, four or five years older than that students. A lot of them had taken their baccalaureate, and many had at least a master's degree, and a handful had doctorates at the time, but not a lot. But we found them -- of course those who had also

been discharged from the service recently, they were very comfortable with their students who had a similar experience.

So the students of course were there for an education, so it was -- I don't mean we didn't have some fun, but it was pretty serious stuff. They were there for a purpose, and not just off to college to play.

MO: And what sort of courses did you take in that first year?

BL: I took accounting. I took history. I took economics and literature, English literature. Those are the ones that come to mind immediately. Psychology.

MO: Did you have any favorite professors or teachers there?

BL: Oh, yes. Well, I enjoyed them all. I became good friends with my accounting prof, Donald Parker, and then the second year when I was still taking second year accounting, I became his paper grader with another fellow, two of us assisted him in that task.

Dick Halley, Richard Halley was my economics prof. I enjoyed him a lot. He's still living; he's just turned 95 recently. He's among only three or four of the original faculty members that are still alive.

And George Hoffman, a history professor, for whom Hoffman Hall on the campus now is named, was an esteemed and wonderful professor. He was very lively and very

articulate in his presentations, and so those were most enjoyable.

MO: And I guess you got involved in some extracurricular activities on the campus. I guess the bookstore was a student run bookstore; is that right?

BL: Yes. I was not involved in that. It started as a co-op for groceries and baby food and baby clothes. A number of students found themselves having to go into town and pay prices that were a little astonishing to them, so they decided to start a cooperative and charge \$10 to join, of which \$9.50 was refundable at some later time. They used that for capital, and they bought groceries and added 10 percent to the wholesale cost, and the students who were members came in and bought their groceries and their baby food and whatever.

Then it became enlarged, the concept seemed to work so well that they enlarged it to become a book store, and that worked quite well, and the students still call it the Portland State Co-op Bookstore, I think, here on campus.

So I was not involved in that particular thing. I did get involved in the student newspaper. I loved that. I sold advertising, and I wrote a little column about records that were coming out at the time. And I was on the debate team in my second year.

Those were my principal extracurricular activities, I guess.

MO: And you said you wrote a column on the latest musical

releases?

BL: Yes.

MO: What kinds of music were you listening to?

BL: Well, it was all the current swing: Stan Kenton, Duke Ellington, Glen Miller, the popular bands of the era that students were interested in in those days.

MO: Including you, I guess, eh?

BL: Yes. I was interested in that, of course.

MO: Actually there's a book here in special collections that actually credits you with being involved in the founding of the bookstore, so maybe that's in error.

BL: Really? Well, I don't -- not in that particular time. I was involved with it later as a board member when it became incorporated, and in that sense perhaps, but not in the 1946-47 era.

MO: The same source I think said that you participated in organizing I guess it was first called *Vet's Extended* but then later became the *Vanguard*?

BL: Yes, that's the newspaper. I happen to have some here. I was going to bring them to offer them to the archivist, but I don't know if they want this kind of

thing, but I've been trying to winnow my files.

So this is the first issue of *Vet's Extended*, and it was published November 15, 1946.

MO: And you wrote a column in that particular issue?

BL: No. No, I didn't start that until the second year. And after about three or four issues, it changed its name to the *Vanguard*.

MO: I guess the first editor was a man named Don Carlos?

BL: Don Carlos, uh-huh.

MO: Did you know him?

BL: Yes, I did. I didn't know him well, but I knew him.

MO: Tell me a little bit about him.

BL: Well, he was blinded in the service, and he was determined to start a newspaper. He had a journalistic inclination, and he knew several others who had journalism experience, so he organized and started it and became its first editor.

MO: Then there was a person on the faculty, Don Albertson?

BL: Don Albertson.

MO: Do you remember him?

BL: Yes, I do.

MO: He's credited in the same book as being the one that suggested the name change to the *Vanguard*.

BL: I don't recall that particular action, but it doesn't surprise me. I would expect that's true. I think he was one of the early supporters of that.

There were a number of faculty advisors during the early course. Frank Roberts was one. Dick Halley was a faculty advisor. I'll look and see if there happens to be in their masthead here on the first issue; I don't know. They may not even have a masthead. Yeah, here it is.

Yeah, Frank Roberts was the faculty advisor at the time.

MO: So Frank Roberts was on the faculty, then, at that time?

BL: Yes, he was. Yes, I took -- that was another course I took, speech and extemporaneous speaking and debate from Frank Roberts.

MO: I didn't realize he was there from the very beginning.

BL: He was there from the very beginning. Yes, I knew him well.

MO: You knew him well later, or at that time, too?

BL: More later, but during that time -- you mean during the two years I was there? Oh, yes, because as I say, I was on a debate team that was small --

MO: Oh, right. Of course.

BL: -- and we would travel together. He traveled with the team, so we went to Eastern Oregon, we went to Montana, we went to California; we went thither and there. And so we would ride together in the car, four students and Frank Roberts, heading for Eastern Oregon for a symposium or whatever.

So I did get to know him quite well. I knew his family, and I knew his two daughters in their early stages of life.

MO: And what was he like as a young man?

BL: Oh, he was terrific. He was very -- again, very gregarious and outgoing, very bright. Worked well with students.

I remember I took parliamentary law from him. There was another course that was larger than that, but I think that was the main emphasis. And of course I saw him often later just when I was back and forth, and when I joined the staff at Vanport in 1950. Of course then I would see all of the professors that I knew as a fellow staff member.

And of course I knew him as a legislator and saw him

reasonably often in that capacity, as well as off campus, or out of the capital. I'd been to his apartment in Salem with his wife.

MO: So you knew Barbara?

BL: I knew Barbara.

MO: Let me ask you if you remember where you were on May 30th, 1948.

BL: That was the day of the flood, the day that the dikes broke. The flood of course had been -- the river, the Columbia River, had been flooding for several days or weeks.

MO: And the Willamette, too.

BL: Yes, and the Willamette, as well, all the rivers in this part of Oregon.

But no, I don't remember specifically. It was on a Sunday, and I was not there. I had been involved a little bit in getting together some records and typewriters and other things to load them up and get them out of there, in terms of -- or as kind of an insurance in case the flood did attack, so that was someone's foresight, not mine, but I was helping to load trucks and get some of that stuff out of there.

MO: Prior to the flood?

BL: Prior to the flood. Then of course when it broke, there was not time to do anything of that nature. Steve Epler, the Director, was going around knocking on doors and saying, "Get out of here," and trying to get his own family out.

Steve [sic] Putnam, who was the Assistant Director, was working on his doctorate, and his dissertation was in his house, and he started out and didn't get out in time for him to return on land, and so he had to get a rowboat and go back to his apartment and crawl through the second story window to retrieve his dissertation that he had been working on. So it was that kind of wild time, not chaotic, but it was pretty stressful.

MO: At least he retrieved it.

BL: Oh, yes.

MO: Nowadays it would probably be backed up somewhere on a disk or something. In those days if the manuscript was gone, it's gone.

BL: It's gone.

MO: Well, then what happened in the aftermath with the campus, obviously, was not functional any longer?

BL: Well, the first thing I remember, I don't remember whether it was that afternoon or the next day, I went back

out to where the campus was, just to look, and outside of the bowl where Vanport was, in the Kenton area of Portland, the Red Cross and others had established some activities where folks who had been drowned out could get clothing and other things, and I thought, "There's my lit. teacher, Ella Litchfield, pawing through used clothing trying to find something she can wear until she can replace her clothing from a regular store."

It was that kind of situation, and I'm sure it wasn't much different from other places that have experienced floods, that the folks involved are immediately displaced, and if they weren't lucky enough to bring things out in advance, they had the clothes on their back, and that was it.

Then of course the next question was to try to locate all the students and make sure that there were none missing. So Steve Epler arranged to get an office downtown at the General Extension Division office, which was at 220 Southwest Alder, in a regular office building, but there wasn't room for more than one or two people additional in their small rented space, so he asked me to go out and scout around, see if we could find some more office space.

So I was walking around trying -- I scouted out some places that might be rentable or perhaps donated, and I was walking up 10th Street and saw all these moving vans, and they were taking the furniture out of a building that the Veterans Administration had occupied, and they were going to their new quarters down in a new building down next to the Multnomah Hotel, that area.

So I went in there, and here was all of these

telephone lines and telephones on the floor, a few desks hanging around, and so I went down to the Veterans Administration and talked to the head man, I can't remember his name at the moment, and found that they still had the lease on the building and they would permit us to use that empty space.

So we started getting volunteers to come in and man the phones and try to find all the people, so that lasted several weeks.

Then of course Steve Epler had arranged to use Grant High School for the summer, and so there was a summer session in there, and then during the summer they met with the folks at Oregon Shipyards and were able to get that facility, which again had been closed down at the end of the war, which was a federal facility there and get that. That's where the college moved in the fall of '48.

MO: So were you still enrolled at that point?

BL: No, I'd finished the two years there, so I went to University of Oregon and had my senior year there.

MO: And what was that like for you?

BL: It was different again. I had a small room in a second story row house near the campus and became involved again a little bit in the student newspaper there on the advertising and business side and worked with another fellow that was running a surplus store, trying to sell all kinds of government surplus material, which included

clothing and everything else that you could think of.

So those were my jobs while I was finishing my schooling, and I also graded papers for one of the accounting pros there. Forty cents an hour, I remember.

MO: That was when 40 cents would buy something.

BL: It would.

MO: And so you graduated with a bachelor's in business administration?

BL: Yes.

MO: And then I guess you went out and got a job in Portland?

BL: I did. I worked for an organization called Pacific Gum Products. I was office manager there for a year, and then I had a call from Stephen Epler, who was the Director of Vanport, saying that they were going to establish a new position of Assistant Business Manager, and would I like to be considered for that, and I was, and I was selected. So I went on the staff of Vanport then in August of 1950.

MO: And it was easy to get back into that environment?

BL: I couldn't wait. It was being with the folks that I enjoyed so much, and there's nothing more invigorating to me than a collegiate environment. So if you can't be a

student, if you can be a staff member, that's second best, if not first.

MO: So what were your first days on that job like?

BL: It was so different from what I had experienced before that I had to learn from scratch all of the business office formats and activities. I was also asked to be the acting registrar, in that as an extension center, all the courses that were being taught at Vanport Extension Center were courses from other institutions: University of Oregon, Oregon State, Western Oregon. Those were courses out of their catalogues and counted as resident courses at those institutions.

So the University of Oregon was the official registrar, in quotes, where our permanent grade records and transcripts were housed, but one of my responsibilities was to develop the system for registration, and then getting grades and recording them or getting them to the University of Oregon.

So I had that, as well as working with the cashiers and other parts of the business office, purchasing and so on. You were just starting from scratch, learning -- innovating because there was nothing there before you to pick up.

MO: And at this point I guess the continued existence of the school was in question?

BL: Yes, it was. There was the famous accordion speech

from Dean [John] Cramer, who Dean of the General Extension Division, and he described Vanport as like an accordion, when the demand increased, it went up, and when the demand decreased, it would come down, and the expectation was that after two, three, four years that the campuses would be able to accommodate all comers and that this accordion would collapse, I guess, and be done with.

But the people of Portland, as well as the folks who had been there and were continuing to enroll, had different thoughts, and so they started lobbying for making Vanport permanent, and it was ultimately made then into a permanent extension center in 1949. So it was then a three-and-two-thirds year college; didn't offer degrees, but it could offer courses through the senior level.

MO: You could start off, but if you wanted a degree, you would have to finish up at another school.

BL: Yeah, you had to do like I did, and most institutions require at least one term of residence, physical residence in order to get a degree from the institution, and they would like more, usually a year.

But that's the way it started. Of course Portland at that time was the largest metropolitan area in the country that did not have a public institution of higher education.

MO: I might be slightly ahead of this story, but I guess some of the other colleges, perhaps in their own interest, resisted the founding of [Portland State]?

BL: I think that's correct. My perception: Oregon State was probably the most cooperative institution, in part because Vanport offered engineering courses, or pre-engineering, engineering drawing and other courses along those lines. We could get courses either from Oregon or Oregon State in like Chemistry 101 or whatever, but University of Oregon in my opinion was the institution that most didn't wish to have Portland become a competing institution.

MO: So they were resistant?

BL: Yes, I think so.

MO: And I guess some private colleges, I think I remember reading something about Lewis & Clark also at the time being --

BL: I think they viewed it with misgivings. I don't recall that there was any extensive or high-fueled opposition from those institutions, but they didn't come out and welcome it, either.

MO: At a certain point, I guess the school moved again, I can't remember the exact date of this, to what became "Old Main," used to be Lincoln... no, that was a different building, wasn't it?

BL: Lincoln High School, I think in 1952, Lincoln High School had built the new building over here at the stadium,

where they are now, and so as we used to say what wasn't sufficient for a high school, the Board of Higher Education bought for a college.

So here we were in one building, and moved to that area.

MO: I imagine that you were very much involved in that process?

BL: Yes. Yes, I was.

MO: Can you tell me a little bit about some of the challenges or that move, and maybe financing?

BL: Oh, we were almost self-financed because we -- in those days I think, if my memory serves me, the Veterans Administration were paying non-resident fee level for most of the students, and so that was usually pretty close to sufficient. I really don't know with accuracy, I shouldn't say that, because I was not involved in that part of the business operation of the budget where I knew how it was financed, but it was certainly more self-financed than any other institution.

We had to go into that building and convert from high school chemistry labs to college chemistry labs and whatever, and rearrange the whole internal structure of the building to accommodate collegiate style instruction -- collegiate level instruction, I should say.

MO: So then you left behind the Oregon shipbuilding

quarters and moved in 1952?

BL: Yes. I think it was 1952, if I'm not mistaken.

Of course one of the big problems was parking. Oregon Ship had acres of parking, and down here it was zero, except to park on the street, so that was one of the big lifestyle changes for an institution.

MO: A problem that persisted for a while, I would say.

BL: Well, yes, because it was a commuter institution. We didn't have any residential facilities at all. In fact, we were forbidden by law. When it was made a college in 1955, it was written in to the law that Portland State College "shall be a downtown city college and not a college of the campus type." Those were the words in the statute.

Well, those were code words for saying no dormitories, and again, I think that was influenced in part by the wishes of the other institutions, whose names we've already revealed, as well as the Chancellor's Office wrote that in. The Board of Higher Education was not certain where this thing was going, so they were trying to restrict it in that particular character.

Of course at a later time that part of the law was repealed, and the institution now has ten residence facilities, accommodating about 1300 students, as I recall.

MO: So I guess you were employed until '56?

BL: Yes, I was in that same position until March of 1956.

I was invited to go to Oregon State College at that time, I think, the agricultural experiment station, which is one of their statewide activities.

I had a position there as fiscal officer for that, and at that time the budget of the ag experiment station was larger than Portland State, so it was in a sense a step up for me, and I was asked by -- or encouraged by people in the Chancellor's Office to take the position because there had been some problems trying to hire somebody who was competent in that field.

So I worked down there for three and a half years in that particular position.

MO: I want to ask you a little bit about that, but before we go there, you mentioned some of the changes that took place with moving to the different building, *et cetera*, but in those first about seven, eight years that you were working as the Assistant Business Manager, were there any other transitions or issues regarding the school, or things that you were involved in that we haven't talked about in that first period?

BL: Nothing comes to mind at the moment...

[Tape changes; BL resumes with a recollection in response to the last question from MO.]

BL: When the Board of Education bought Lincoln High School, it not only included the building that we then called Old Main, but the tennis court that was across the

street, between Broadway and Sixth Avenue, and it took up a half a block, and that was Lincoln High School's outdoor facility.

We had hoped to keep that for a building site, but the Board of Higher Education decided to sell it, so they sold it I think for \$60,000 or some pittance, and that's where the Triple A now is, the AAA building. So that was one of the kinds of things that boards do that institutions would not if they had control of their own resources.

[A few minutes of the interview, covering BL's time at Oregon State (1949-59), is omitted here, and resumes when the topic returns to Portland State.]

MO: But then in '59 I guess you were on your way back to Portland?

BL: Yes. We came back.

MO: And how did that change come about?

BL: The business manager, who was my former boss/supervisor, Leslie Newhouse, had been at the college for several years. He was the second business manager. He had been interested in doing some work with the State Department, and he wanted a year's leave to go to one of the Caribbean islands as a business officer in the U.S. embassy. And at that time President Millar had just come on board shortly before that, and the President said, "I'm sorry I can't give you leave for a year after I've just

arrived and I don't have the backup for you that would be helpful to me in trying to run this institution."

So Mr. Newhouse decided that he wanted to go, anyway, so he resigned.

John Swarthout, who was then called the Dean of Faculty, which is now the Provost or Vice President for Academic Affairs, and the President -- well, John Swarthout knew of me and my previous work here, so he and President Millar came down to Corvallis one day, and we visited, and they invited me to come to be the Business Manager, I think it was called initially. Then it became Director of Business Affairs, and then Vice President for Business and Finance. It was all the same position, but titles grew as the job grew and the institution grew, but it's the chief business officer of the institution.

So that's what I did in September of 1959.

MO: So that looked to you like a better opportunity.

BL: Oh, yes. By then the institution was really starting to grow at 10, 12, 15 percent a year. It was in high gear, and I'd always enjoyed this institution. I'd been here as a student, I'd been here as a staff member, and I had many friends still on the faculty and staff. So we chose to accept that.

MO: Was there anything about that period, then -- well, you mentioned the growth. I imagine that must have presented both opportunities and challenges.

BL: Very much so. That was an exciting time to be at this institution, not that it's less exciting at other times, but a time of growth is always better than a time of going in the other direction for budget or other reasons.

So it was during that period that the beginning of construction of other buildings was undertaken. The Chancellor's Office appointed a professor from the University of Oregon, I think he was a physics prof; Will Norris was his name. He was head of the campus planning committee, and the Chancellor's Office appointed him to prepare a long-range plan for the physical development of Portland State, which he did, and the result of his planning was that the college would occupy four blocks, what is now Lincoln Hall or Old Main, Cramer Hall -- or State Hall was its first name, and then Cramer Hall, the student union block, and then Neuberger Hall, those four blocks.

Then his concept was additional buildings would be built to four or five stories and then would have a six or seven story tower, half a block wide, over the center of Cramer Hall, all over the -- across the student union building and halfway through Neuberger Hall. So that would provide sufficient space for this institution for the foreseeable future, whatever that was.

Of course we didn't think much at that time. It was extremely limited -- limiting, as well as limited.

So I'm not sure where we are chronologically at this point, but in 1961, we employed Skidmore Owings & Merrill, Portland office, to prepare a master plan for the college. They had completed the Air Force Academy out of their

Chicago office, and they also had completed and were continuing to be architects for University of Illinois, Congress Circle in Chicago, another downtown urban institution.

So we thought they would be well qualified to assist us in doing that, and so that was undertaken, and I found - - I have a copy of that. This is a picture of the model; I don't know if you can get that.

This is a photograph of the model which shows their plan, and it was to grow in increments of 4,000 -- four, eight, twelve -- I guess we started at eight -- 8,000, 12,000, 16,000 and 20,000.

So there was a picture of President Millar and me on the front page of the *Oregon Journal* looking at this model, and it said, "PSC plan for 20,000 students," that was the headline, or something to that effect.

So that startled a lot of folks, and they were saying, "Ha, ha, ha, not in my lifetime," and of course Portland State probably will exceed 30,000 students this fall.

So that was a very exciting undertaking for us to try to break out of the four block limitation, and the plan was ultimately approved in its conceptual form.

MO: And how easy was it to finance the buildings that that would entail?

BL: They're very difficult to finance. The Board of Higher Education of course has the authority to issue bonds if they're approved by the legislature, but the legislature is bound by the same constitutional provisions, 11f[1] and

llg to -- for academic buildings the legislature must appropriate at least half the cost and can bond the remainder. So if you have a ten million dollar building, which would not be much of a building these days, you would have to appropriate at least five million, and then you could bond the other five.

So that became a fairly well used device for expanding the campuses in that period and continues to be used, although the State's bond limitation is three-quarters of one percent of the true cash value of the property of the state, and so that's a calculable number, and the State is approaching that limitation. So until more bonds are paid off, they may get to the point where they can't issue any new bonds until other bonds are paid off. But that's the kind of thing that we encouraged -- we lobbied for for financing buildings. That was before the day at least in this institution that it was very attractive for a private initiative in helping to finance buildings.

MO: And so you said it was a bit of a challenge to fund the buildings. Were you able to get the half from the legislature without difficulty, or did you have to go and lobby?

BL: Oh, you have to lobby. The first lobby is with the Chancellor's Office and the Board of Higher Education because each of the then eight institutions, that's before the Oregon Health Sciences University was split off on the state system, are the institutions all vying for money for capital construction.

So each institution would make its case to the Board for a building, whatever it might be, and then they're essentially negotiating with the Chancellor's Office and the Board as to where that building would be on a priority list for the state system. So if the state system wants to petition the legislature for \$100 million, it may be \$30 million for this and \$40 million for that and \$12 million for this, and so they have to set the priorities in the legislative request, and then of course we're lobbying at the system level to get the legislature to finance the entire package.

So it's kind of a dual situation there where you're trying to get high on the priority list that's approved by the Board, and then with the legislature to finance it. It's never been easy.

MO: Any particular stories about your interactions with the Chancellor's Office or trying to get this going, the expansion of the campus?

BL: Oh, I can't think -- we had very good cooperation mostly with the -- it was the Vice Chancellor for Facilities Planning, Jack Hunderup, who worked there, and he was very meticulous in his analysis and his setting of priorities in his work with the institutions, and I think we were generally satisfied with the treatment we received in those days.

They couldn't help it in part because we were bulging at the seams. As I said, we were growing 10, 12, 15 percent a year, and they had to go somewhere.

MO: During that period, '59 through '73, who were some of the people you worked most closely with here?

BL: At Portland State?

MO: At Portland State.

BL: Well, I worked with Branford Millar, who was the President the first part of the time I was here. Then Gregory Wolfe was the next President.

I worked with Joe Blumel, who when I first met him was an economics prof and became the Vice President for Academic Affairs and then became President after -- I think it was after Gregory Wolfe. So I worked with him not in his capacity of president because I had gone to the Chancellor's Office by then, but in his capacity as Vice President for Academic Affairs.

MO: What was Millar like?

BL: Millar was a wonderful combination of a very astute person in political terms, not in party politics, but in the sense of knowing how to work with faculty and any other organization, and he was a scholar in English literature. He'd come from Michigan State University.

He had a wonderful sense of humor. He had two children and a wife who was a skilled -- I shouldn't say skilled -- a wonderful pianist.

He was very cordial in our relationship.

MO: An effective administrator, probably?

BL: I think so. He was here during the time of the early part of the Vietnam era and Wolfe later on, so those were kind of hard times with the protests that were going on and people building barricades around on the streets here out in the Park Blocks. So there was that kind of activity that was disruptive, and I think they handled it well.

MO: Were there any kind of -- you said there were the student protestors --

BL: Yes.

MO: -- was there any kind of participation by the faculty or other people --

BL: Yes, there were some faculty members involved in that. I don't recall specifically about any staff, but I'm sure there were.

MO: Was there ever a time when the administration was called upon to take some kind of stance on the issue of the war?

BL: Not particularly on the issue of the war itself, but of course there was a lot of disenchantment with the kind of protests that were going on, and many in the community talked about the hippie types were out in force in their

tents and barricades, so there was a lot of community pressure for the institution to take care of those people, but I think wisely the presidents and the other people on the faculty and administration were careful to maintain a quiet poise and to make sure that their First Amendment rights were observed, but hopefully in a peaceful way.

But the confrontations got a little hairy two or three times, and of course the Portland Police Department came with their TAC squad and marched through the park blocks with their batons going like this, taking down some of the tents and barricades. Those were pretty scary times, just a few days here and there, but it was an important part of our local culture, as well as the role of institutions I think in intellectual terms.

There were a lot of -- as there are even today -- protests from citizens about the extremists, whatever that definition means, who are invited or permitted to come to campus to lecture or to participate in other activities. So I think as those situations are resolved, it helps us to grow stronger.

MO: You mentioned the police in the park blocks, and it wouldn't have necessarily been your direct responsibility, but in general what sort of relationship did the college have with the city, the city government?

BL: I think it was good. It was -- I was then officed in Cramer Hall, right in the corner that faced the park blocks and faced the student union building on the other side, and it was a good spot to observe some of those activities, and

we did have one or two detectives there, police officers that would come up to that third floor room and use it to observe what was going on.

So they were trying to keep the peace as long as they could, but I think there was a lot of pressure on the City to get the protestors out of the park blocks, and that's what ultimately happened.

[Segment omitted.]

MO: Well, I asked you about Millar. Tell me a little about Wolfe.

BL: Gregory Baker Wolfe came to the institution, and he was very gregarious and very outgoing. He had been in Honduras as a representative of the State Department, and when he and his family were down there, they had a woman who was the nanny, so to speak, of their younger children, and when they came here, they brought her with them. She was from Tegucigalpa.

He entertained a lot. He was very generous in his use of the president's residence for that kind of activity.

MO: So you went to a few parties there?

BL: Went to a few parties there. The Zentbauers had given their home out on SW Military Drive, I think it is, near Lewis & Clark, which is still the president's home. I've forgotten which Zentbauer it was that -- whether it was J.A. or -- anyway.

MO: Did that happen while you were here? That was donated to the college?

BL: Yes, they donated the property. So that's been the president's home since then, so President Ramaley lived there, President Bernstein lived there. Wiewel is there now. So I think President Wolfe was the first to live there. I'm not sure whether Joe Blumel actually moved into that house; he had a home here already. But anyway, that's been a wonderful addition to our real property.

[Segment omitted.]

MO: I was also going to ask you in general what was sort of the social culture here at Portland State during those years? How did people interact? They certainly went to the President's house, but what other kinds of things would they do?

BL: I think my impression would be that social activities are largely but not exclusively focused around academic departments or areas. For example, the School of Business Administration, with which I was most familiar because that was my specialty and my mentor, Don Parker, was the first dean of that school, had all kinds of -- not a lot, but they would have Christmas parties or May parties or an April Fool party or whatever, and picnics in the summer.

I think a lot of the departments or schools would have events of that sort among their faculty, and of course you

learn to enjoy people for their extracurricular activities, whether they're bridge players or hikers or flyers or whatever. So that's the interesting part of living in a university environment is that you can get folks -- for example, the Middle East Study Center, that was opened first and then Fred Cox, a professor of history started that. We would have parties at his home. The Middle East Study Center of course had languages; this was the first institution that taught Hebrew, Turkish, Persian and Arabic at the undergraduate level. Most everywhere those languages are graduate level, at places like Utah and Princeton and whatever.

But there you would have a history prof, a geography prof, a political scientist, mostly in the arts and science area, that were interested in the Middle East. They would come and join together to have some Iranian food or Lebanese food or whatever at the Coxes' home.

We had another professor of history, George Carbone, who is still with us, who was the Italian consul in Portland, and he is the one who started our perhaps first overseas program at the University of Pavia in Northern Italy, and so he would invite people to come over and enjoy Italians that were passing through town, and his wife was a wonderful cook, so they'd enjoy Italian food.

There's a Scandinavian group of people who opened a Scandinavian room over in Cramer Hall and decorated it in accordance with their culture.

So you have all of these different opportunities to meet folks from different disciplines. There are always things going on revolving around music and theater and

athletics.

So again, I think that's part of the joy of working at the university is we have all these extremely diverse areas of interest that attract and give you opportunities to make new friends in new areas.

[Final segment omitted. End of first recording session.]

WILLIAM "BILL" LEMMAN

27 September 2010

Recording Session 2

MO: We're on tape. Today is September the 26th or 27th?

BL: 27th.

MO: -- 27th, okay, and we're doing the oral history with Bill Lemman.

Bill, last time we talked about the early days at Vanport, and then we went on to talk to you about some of the events of the '50s. I guess we haven't quite got you away from Portland State yet, but I wanted to bring you back actually to just some of the details of the Vanport days that we didn't talk about last time.

BL: All right.

MO: We had mentioned -- or you had mentioned briefly Stephen Epler, who was the Chief Administrator of the Vanport Extension Center.

BL: Yes.

MO: I wonder if you could tell me a little bit more about

him. First of all, did you know him very well?

BL: I got to know him quite well over a period of time. Of course, as a student in 1946 I met him, as did many others, because of his yen to be with students, meet them and encourage them in this new enterprise.

Steve was born in Nebraska. His parents were -- I think his father was a preacher, and then he went to some small colleges in that area, got his baccalaureate and went to Columbia University, where he got his Ph.D. in education.

He taught school in the Midwest, went into the Navy, and came out and came back to a job at Southern Oregon State College then, where he was a counselor working with returning vets, among others, and that's where he had the idea of starting Vanport because the colleges were overflowing in terms of their capacity to house students particularly, and here we had all this housing and no school.

So he was a visionary. One of the favorite stories, and one that I'm sure most people who know of him very much know that he invented six-man football. He was at a small school in the Midwest, and they had too few students, too few male students to have 11 men, or even 22 if they're going to run offense and defense squads, so in order to have the opportunity to play, he actually invented the game of six-man football, which is still played today in many of the rural communities in the Midwest and Texas and other places.

He received a lot of publicity. He was written up in

Time magazine, as I remember, for that feat, and it's frequently mentioned as one of his unusual achievements.

MO: And you mentioned that he was visionary in getting the extension center going.

BL: Yes.

MO: Do you know very many of the details about that?

BL: Not an awful lot because most of the organization activities began before classes opened, but he met with John Cramer, who was the Dean of the Extension Division, and worked out the program.

The Extension Division, as the name suggests, extended the classroom courses from the campuses to off-campus areas, including the Portland Extension Center, which had long been in Lincoln High School, where they offered night classes.

MO: It had been in Lincoln High School, then, prior to --

BL: Yes, perhaps since the '20s or '30s. It had been a very long time. I don't recall how long it had been.

But there was a director of Portland Extension Center, and then of course Steve was director of the Vanport Extension Center. They also had correspondence courses and other things of that nature.

So it was an easy way to start offering college courses through the Extension Division, and so Steve

arranged all of those, particularly those from University of Oregon and Oregon State, and occasionally education courses from Western Oregon in Monmouth.

So all those arrangements were made, and he started hiring faculty, some by mail, by telephone interview, people who had already had their master's degrees before they went in the service -- most of the faculty members were in the service, as well -- and a few had doctoral degrees, but not too many at that point.

So he assembled that group of people and opened the doors, and there were a few hundred in the summer session of 1946, and if my memory serves me, about 11- or 1200 in the fall of 1946 when it really opened full swing.

[Segment omitted.]

MO: I also thought maybe it would be interesting to get a picture kind of what the Vanport campus was like. I guess it was multiple locations, it wasn't only one building; is that right?

BL: Yes, that is correct. There were -- as I said before, I think there was a virtual city. It was a housing project that had lots of one and two-story apartments that were meant for shipyard workers and their families, and as such there was a theater, there was a drug store, there was a grocery store, barbershop, all the things you would find in a small city, but not extensive, and there were buildings that related to the physical plant of heating those buildings and other maintenance kinds of activities.

So we were able to acquire, "we," the Extension Center, acquire access to virtually all those buildings that were commercial in nature, other than the specific housing, and those were just converted by building walls and making square classrooms out of them.

MO: And how far apart would these classrooms be?

BL: Oh, not terribly far. At most a couple hundred yards, I suppose. It was very easy to get from one to another.

[Segment omitted.]

MO: The other person that you might have known was Jean Black?

BL: Jean Black I knew well. She was the librarian. She was one of the first, if not the only faculty member who had a doctorate degree upon arrival, among the early hires there.

She was a well-trained librarian and had a lot of friends in the business, so to speak.

One of my wife's favorite stories is that when I was Assistant Business Manager and Jean Black from time to time would bring guests through the business office and the other offices on the campus and introduce them to the people and say, "Well, this is Les Newhouse, he's the business manager, and this is Bill Lemman, he's just a glorified office boy, don't pay any attention to him."

[laughs]

So we had a good relationship, and I was pleased to be on the beginning of the Friends of the Library board here, and we honored Jean Black with a plaque out in the lobby.

MO: And John Hakanson?

BL: Hakanson, uh-huh.

MO: You may have mentioned him last time, I can't remember, but he was a fellow student, I guess?

BL: Yes, he was.

MO: And became quite instrumental in establishing the school as permanent?

BL: Yes, he lobbied hard, and he actually wrote the bill that made Portland Extension Center permanent, lobbied for it, and he's still here. He's still around. He became president of Clackamas Community College, retired from that, but he's still active in educational endeavors, and I see him from time to time at events on the campus here. So he's well-regarded and is typical of the kind of student that were involved, as I say, and incentivized to do all kinds of things to further the cause of public higher education in Portland.

MO: I guess he began his crusade fairly early on, maybe as early as that first year, in terms of trying to make the Extension Center permanent.

BL: I think that's correct, and certainly in the second year of its existence, that's when he became even more -- two years was all we could get of education here, and so those who wished for more started to lobby and see, if not for ourselves, for our successors, who would have an opportunity to complete their education here.

MO: I guess an ally in that was -- well, at the time he was a state legislator, Richard Neuberger?

BL: Richard Neuberger, that's correct.

MO: Did you know Neuberger at all?

BL: I'd met him, but I didn't know him -- I doubt if he would have known my name if we were introduced, but I'd met him on several occasions during the course of these, and Maureen Neuberger, as well. She was very helpful after Dick was gone elsewhere, and of course Neuberger Hall is named for him in recognition of his contribution to the establishment of this institution.

MO: Well, now maybe I'll jump forward just a little bit.

BL: Okay.

MO: I'll jump forward a little bit to talk about maybe some of the people who were there at the beginning of the period that's a few years later. By this time you were

back -- let's see, what's the timing exactly here? Well, the Korean War had an impact on the education system in Oregon, I guess, partly because there weren't as many students enrolled in schools because of the draft.

BL: That's true, and of course we even had faculty members who were called back to active duty during that time.

MO: Right, that was one of the stories I wanted to ask you about. Some of the faculty left and -- well, just in general what would you say was the impact when the Korean War started?

BL: Well, in some ways it was just like any other departures of valued faculty members, but in this particular case of course it meant that there were several going at the same time, and they were the I guess younger faculty members who had not -- several of them had not seen active duty in World War II, but had been or were at the very end of it.

But it did make a dent in our staffing for a year or two, and most of those returned to Portland State to continue their careers, but after an absence of one or two or three years.

MO: There were three that were mentioned in again Gordon Dodds' book.

BL: I should have reread it to refresh my memory.

MO: One was Lyle Massey, who was apparently a student, but also did something in the way of dramatic productions.

BL: I know the name, but I did not know him at all.

MO: Okay. And Leroy Pearson?

BL: I knew Roy Pearson very well. He was one of our golfing buddies and other things that we enjoyed. He was in the counseling area at that time. He passed away several years ago, and his wife just died I guess last year, Lucy. He was called back into the service, and it struck everybody "I may be next" kind of thing because there were a lot of folks in the reserves. A lot of faculty members, as well as some of the older students had stayed in the reserves after they were discharged from active duty, so one never knew when it was going to happen, I guess.

MO: And Robert Mers?

BL: Bob Mers was a sociology prof, and yes, he went in and he came back, and then he went down to Reedley with Steve Epler and was on the faculty down there after he returned from service.

I didn't know him well. I'm trying to think of his wife's name, and I can't remember at the moment, but he was very active in political areas, I think, and made his views known around the campus.

MO: And what were his views?

BL: Oh, I can't recall at the moment. I really don't remember. I just remember he was active and would shake things up from time to time, but I can't recall exactly what.

MO: Well, according to again the Dodds book, he along with Roy Pearson were among those called up for Korean War service.

BL: Yes.

MO: And then upon being discharged, Pearson and others managed to rejoin the faculty, but Mers was denied getting reinstated.

BL: I think that's right. The Sociology Department either -- we didn't have a tenure situation in those days, I don't think, so there was not -- there were no continuing appointments, but I think the Sociology Department decided that his teaching philosophy or his view in the sociology profession was not suited to the majority view in the department and didn't rehire him, and so that's why he went to Reedley with Steve, or shortly after Steve did.

MO: I read again in the Dodds book apparently one of the people that thought that Mers maybe shouldn't be given back his position was because he didn't have a doctorate, for one thing, and probably wasn't going to get one.

BL: That would have been more important, I think, because there were a lot of folks who did not have doctorates at that point.

On the other hand, dozens were given leave, either without pay or sabbatical, when they earned that, and did go get their doctorates, like Dick Halley, who was an economics prof and became graduate dean, and others. Brock Dixon, who became the head of the Political Science Department, got his doctorate at USC, as did George Hoffman, head of the Department of History, who became Dean of Arts and Sciences. Donald Parker went to University of Washington and got his doctorate degree in marketing and became Dean of the School of Business Administration. Frank Roberts went to Stanford and got his doctorate.

So there was a continuing ebb and flow of people going after their advanced degrees after they were settled in a little bit, and the administration recognized them as outstanding professors, and people were willing to make that sacrifice to leave a paying position to go get their doctorate, and they were rewarded, but if people weren't that much interested, they weren't, because I think the college of course wanted to improve and have more and more of its faculty with the terminal degrees.

MO: Let's see, other people. I think you might have mentioned George Hoffman before, when you spoke last week.

BL: Could have.

MO: Was he one of your professors?

BL: Took U.S. history from him, yes.

[Segment omitted.]

MO: We had already talked a little bit about your activities as Business Manager during that period, from '50 to --

BL: '56.

MO: -- oh, '56, okay. That was the period when I guess the college -- well, at that point it was still the Extension Center, I guess --

BL: Right. We called it a college, anyway.

MO: -- moved into Lincoln Hall, and I think you talked about that a little bit, but one thing I didn't realize was that even after the college was in residence in Lincoln Hall, that they were still sharing the building with the Extension Center; is that correct?

BL: Well, the Portland Extension Center, yes, they continued to have night classes there, as I said before that they had done for thirty years or however many it was. So yes, that was still active.

MO: And I guess there had to be a certain amount of

coordination between Extension Center and Portland State?

BL: Mostly for the scheduling of classrooms. They already had their own method of registration and so on, and many of the profs -- well, almost all of the profs, actually, in the beginning were from other campuses because there was no campus for the Portland Extension Center, so University of Oregon and Oregon State profs would drive up for a night class. They were three hour classes, from 6:45 to 9:45 -- and some from Lewis & Clark or Linnfield. Prof Elkington from Linnfield used to come in and teach accounting courses at night.

Franklin Zeran, who was Dean of the School of Education at Oregon State, came up and taught classes in school administration. I registered for one. He taught several of the graduate courses in education.

Folks like that came, and they continued to come from off campus, although some Portland State faculty began to teach a section at night, as well.

MO: I guess from roughly this same period Portland State acquired some additional space in a space that used to be a Safeway store on Sixth Avenue for engineering students?

BL: Yes. I was trying to remember the exact location of that. Long since torn down, but yes, I think that was when the Safeway moved up to 12th and Columbia or in that area someplace up in there.

MO: That's where it sort of ended up, anyway --

BL: Yes.

MO: -- until maybe this more recent move.

BL: Yeah, it was again a necessity for having additional space. They had all their drawing boards, and their big drawing boards took a lot of room for 30 or 40 students to do engineering drawing and some of the other activities. So we were able to acquire that area.

We did acquire a couple of apartment houses over in that same general area before the acquisition of property through the urban renewal project.

[Segment omitted.]

BL: So those two things happened concurrently, and it was assumed by most of us, meaning the faculty and the staff, I think, that Steve Epler would be appointed the first president of the college, but John Cramer decided that it was a job that he would like, and so he had personal access to the board and chancellor that Steve didn't, and that was the way it worked out, and so when Dean Cramer became President Cramer, there was nothing for Steve Epler to do, and I think he had already left a few months earlier in anticipation of this happening --

MO: Oh, okay.

BL: -- after it was apparent what was going to take place.

MO: So it was a job that Epler probably would have wanted for himself?

BL: Oh, unquestionably, because it was his dream from the beginning, so we were not very happy about that decision, most of us.

MO: Yourself included?

BL: Myself included.

MO: But there was nothing that could be done about it, I suppose?

BL: Well, no. The Board of Higher Education had the authority to appoint a president of each institution, and they did.

MO: And so it wasn't exactly -- doesn't sound like it was exactly an open hiring process, then?

BL: I have no recollection of whether there were any other candidates that were looked at. That was beyond my pay grade, as well as beyond our vision at that point. There was no affirmative action, there was no personal practices of that nature that were extant in the early '50s, I think.

MO: It sounds like generally the whole faculty and administration of the college was behind Steve Epler, is

that --

BL: Unquestionably, in my opinion that was the case, yes.

MO: So was there real dissatisfaction when Cramer came, or was it just like he's qualified, too --

BL: There was certainly large disappointment, and I suppose dissatisfaction to some extent, but I was not present then, so I can't really attest to the level of dissatisfaction because I didn't really work under John Cramer, again except for a few months that would have overlapped there.

[Segment omitted.]

MO: Did that play any kind of a role in your decision to go to Oregon State?

BL: Perhaps. I think I was asked -- again, there were not the kind of searches that one did, and particularly at the level of the position that I was at, I suppose, but I was asked by staff in the Chancellor's Office to consider going to that job in the ag experiment station because it was an important one that they had been unsuccessful in finding someone who was fully capable of doing it.

So there was a personal relationship between me and members of the Chancellor's staff that was influential in my taking it. I don't have any specific recollection, but my thought would be that I'm sure that helped me decide to

go, that being the fact that Steve was no longer there, and I was not terribly anxious to serve under Jack Cramer.

MO: Just because of loyalty to Epler, or because of Cramer himself to some extent?

BL: Not blind loyalty, but the way that Steve had been treated.

MO: What was Cramer like as dean of the Extension Center and then your brief experience with him as president, too?

BL: I really don't have any good way to describe him that I can think of. He was not an experienced college administrator, but he had this far-flung little domain in Oregon that he ran, and he was generally well regarded, I think, out in the education community.

But I guess part of the reason that many of us would feel this way is that we all wanted a college in Portland. Dean Cramer was the one who gave his famous accordion speech about Vanport was here temporarily, as the enrollment demand increased we would get larger, when the demand decreased, we would diminish, and he had no interest in those early days of lobbying for a college. He was the guy who kept the lid on at the local level.

So we all had this antagonistic relationship from the beginning, not in a personal sense as much as that he was the fellow that was not with the going to the board or the legislature and pushing for a college in Portland. So he was the guy, as I say, who was supposed to keep the lid on

and say, "No, no, no, no, don't do that, don't push."

So there was that tension there from the very early years, and when it ended the way it did, after having not been enthusiastic, to say, "Oh, well, that looks like a pretty nice job, maybe I'll take that after all," kind of approach. I don't want to be too cynical, but it kind of smacked of that.

MO: I don't know if we talked last time about this; I don't recall too much, anyway, that we talked about it. Were you involved in your position as Assistant Business Manager, were you involved at all in the push to establish Portland State as Portland State College?

BL: Well, not in my position, not in my official capacity, no, because we're not supposed to do that, but yes, I was involved. I wrote letters. I would encourage Steve to keep pushing, as did others, and he had his job on the line week in and week out, as he was trying to do this.

I remember one day he was passing through, I guess, and he said, "Bill, let's go down and get an editorial." Well, what that meant was that there was an editorial writer for the *Oregon Journal* who was supportive of getting a four-year college here, and when some idea came that would give us a notion that, well, here's another reason, or here's another situation that will argue for this, we went down and had a visit with the editorial writer, and a couple days later an editorial would appear in favor of the college and the reasons for it.

So again, I'm not the only one by any means; this just

happened to be a personal experience that I recall. But many of us would work in the evenings. We would work to organize parents. We worked to get union leaders and other folks in business to support the notion, and we were able to contact our own legislators, but we were not supposed to be lobbying on behalf of the institution at all. We were not authorized to do that.

MO: And the effort was successful.

BL: Yes, it was.

MO: Okay. And then when you came back, by this time Millar was president.

BL: Yes.

MO: And so Cramer didn't remain president very long, then, I guess.

BL: No, about three, three and a half years. Four years maybe at the most.

MO: Do you know why he left?

BL: No, I don't recall whether he just retired for age reasons or what.

MO: Then we talked a little bit about Millar last time, I think, and one of the things we talked about were some of

the gatherings at the official residence, I guess, but how would you describe Millar and what sort of relationship did you have with him?

BL: Well, I was his chief business guy, so anytime we were talking about budgets or resources or physical plant needs or buildings that we wanted to construct or legal matters or those things that were in my bailiwick, I was the guy that he would turn to for those. So we had -- I was trying to think, where was I officed when I first came back.

We were officed over on the first floor of the Ione Plaza where the president had one end of the building, one of the wings that come out from the lobby. If you were to go over there now at the Simon Benson house and look straight ahead, that would be the wing. So I had an office there, the dean of faculty had, the president had, and several others, because those apartments were made into offices. Now they're made into little retail units.

So we had daily contact, if not several times a day. As I say, he was a scholar. He was one who was always trying to find ways to enhance the academic reputation of the institution, the academic areas received his high priority.

MO: We talked a little bit last time about the buildings, newer buildings after Lincoln Hall. I guess the first one that came along was Smith Center probably; is that right?

BL: I think the first one was the first quarter block of Cramer Hall, what's now Cramer Hall. It was called State

Hall in the beginning.

MO: Oh, that's right. Yeah.

BL: And it was built in a quarter block and then another quarter block, and then the other filled in, and then the student union building, two stories high, not the four stories that it is now. The second two stories came at a later time. But those were the first buildings.

MO: Was that kind of construction plan, sort of a quarter at a time, was it anticipated that you would add on in that way, or did you just build --

BL: Well, no, it was anticipated, but of course it was an expensive and very kind of uncoordinated way to have to build. It was a matter of money in part and a matter of how much the board would try to push Portland State College and try to enhance it.

We had a quarter block and another quarter block there, and two old houses on the park blocks. One was the business office, and one was the registrar's office.

On the back side, on the Broadway side, there were a couple of old houses that were used for faculty offices. It was kind of a strange way to build a building, in quarter sections, but that was -- the state system had very strict standards in terms of classroom utilization and the square feet per student for this, that and the other kind of discipline, and for faculty offices, so it was all laid out statistically; if your enrollment was going from X to

Y, then you needed so many square feet of classroom space or laboratory space and office space, and you turn those into buildings.

Well, that works in theory, but if you're trying to have a science lab and an art lab and a sculpture studio and an accounting classroom, trying to fit all of those into one building or one piece of a building, it gets a little ...

[Tape changes.]

MO: We're back on tape, it's September 27th, 2010, with Bill Lemman.

We were just talking about the buildings and how they happened to be constructed in that way.

BL: Also, you may recall we discussed the fact that the board had appointed Will Norris, a professor at the University of Oregon, to draw the first campus plan, which called for Lincoln Hall, then the block where State Hall, now Cramer Hall, the student union, and Neuberger Hall. Those were the four buildings, and that was going to be it.

So those were built in pieces until we got to Neuberger Hall, which was built all at once.

MO: And so when you'd add on these corridors onto State Hall, you'd obviously have to knock out some walls.

BL: Yes, and the corridors become difficult. One building may have settled a little, and you have to match it up with

another. So it creates some difficulties.

MO: As a matter of planning and budgeting for these things, I guess you would have to project what the enrollment would be each year --

BL: Yes.

MO: -- and then coordinate that?

BL: Yes. You'd look at high school graduation rates and the places from which you draw your freshman class, and then the retention rates from freshman to sophomore to junior to senior and what's happening elsewhere in terms of programs that may be expanding or dropped or whatever.

MO: Or new programs, I guess?

BL: New programs is what I mean by expanding. So those all enter into the forecast.

MO: A couple things that happened early on after you became the business manager, there was a Middle East Studies Center that was founded --

BL: Yes.

MO: -- and also a School of Social Work?

BL: Yes.

MO: And then a public health service grant for a science building I guess not too long after that?

BL: Right.

MO: Obviously that one probably had to do with getting funding for it, but how would the university, or in those days the college, how would they decide to move in a particular direction, such as the Middle East Studies Center?

BL: Some things are serendipitous, as that was. The college found itself with a group of experts in Middle East studies. Fred Cox, whose idea it was and who became the first director, was a professor of history, and his specialty was the Middle East, and we had folks not only in history, but in geography and political science. We had languages that were available, I think. I was trying to think what we taught at the very beginning.

But the Middle East Studies Center idea made a lot of sense because that kind of program rarely existed in the United States at the undergraduate level, and so the college decided this would be a good place where we could make a name and do something unique. So it was begun and taught Hebrew, Turkish, Persian and Arabic. Those were again languages that were rarely taught at the undergraduate level.

That enabled us to get Peace Corps grants. We had Peace Corps volunteers that were sent here to learn

Turkish, for example. I remember one group of nurses that had been formed from nurse volunteers around the country, they were going to be sent to Turkey; they came here for several weeks and worked in the language laboratory learning Turkish.

So we had that kind of opportunity, and then we started getting students from the Middle East. We had a lot of Saudi students and students from Iran and other countries in the Middle East.

So that was one of the very good things that happened. I think it languished for a while, but it's now back growing very rapidly and is working well for the university.

What was the other one? Oh, the School of Social Work. Again, that was an outside demand that there was no school of social work in the area, and it was needed, so we bought an old house up the street and hired a dean and started recruiting faculty for that. Well, it had to go before the Board of Higher Education to approve the program first, but that was the way that program got started.

MO: What would your role be in these decisions? What kinds of information did you supply?

BL: Well, the Middle East Studies Center, for example, it's a matter of how one allocates the resources. We know, and it's not entirely my decision at all, but we all work to maximize the amount of the budget resources that can go to academic departments for faculty. That's why we're here.

So then the question is how that's to be allocated among the various academic areas, and the president and the dean of faculty, or the vice president for academic affairs now, or provost -- several titles, all the chief academic officer, whatever he's called, or she's called -- make those decisions, and I'm usually in the room to help with ideas of how we can take some from here and put it over there and that kind of thing.

The Middle East Studies Center, we had another issue in that they wanted to do a program in the American University in Cairo, so now we're sending faculty over there, and we start getting into the cultural activities; what do you do when you're bringing in a bunch of typewriters or computers or whatever and the border guard or the customs people say, well, we can take that in, but there's a fee. Well, it's really a bribe!

So I was presented with a number of those little issues about how to pay for things that relate to the real world, but don't exactly fit budget categories in a university setting. But that's part of the fun and the excitement of working in this environment is that it does present many, many issues of all kinds.

After all, colleges are -- universities are really a series of little businesses, or big businesses. Portland State notwithstanding, many institutions are very much up to their eyeballs in athletic business, entertainment business, but we're in the hotel business, we run residence halls, we're in the food service business, we're in the printing business, we're in the computing business, all of these different things that it takes to run an institution,

and many of those, if not most, have to be self-supporting from their own revenue.

So bringing all of those various aspects together to use the institution's resources best makes it a worthwhile and interesting place to work.

MO: I can see here kind of in the timeline that there must have been a lot of interesting projects. You mentioned the overseas component of Middle East studies. Just a couple years after that I guess an Italian studies program was --

BL: Yes. Italian studies in Pavia, Italy. We had George Carbone. Dr. George Carbone is again a history professor whose specialty was Italian and Southern European history. He's still with us. He lives in a retirement facility here in town.

That was his idea. Unfortunately I was never able to go over there while it was going on and help him with it, but again, we tried to help from this end in finding ways to finance those activities.

He was also the Italian consul here while he was on the faculty, and continued in that position well after his retirement, I think. Became our wine expert; if you wanted to know about Italian wine, George could help tell you about it because he lived over there as the resident director for several years.

MO: But you never got to go over?

BL: Never got to over to any of those places. We had

another one in Serbo-Croatia, and one in Japan. I really don't know what the university is doing right now in external centers overseas.

MO: I guess another area of growth in the early '60s was that Portland State started offering graduate degrees.

BL: Yes.

MO: Master of arts in teaching, I guess, and master of science in teaching?

BL: Yes.

MO: And then in '64, Dean of Graduate Studies Frederick Cox --

BL: The same Cox that was head of the Middle East Studies Center.

MO: Okay. I thought you'd just mentioned his name.

BL: Yes.

MO: So these are other ways in which the college expanded, I guess.

BL: Very much so, and it was answering demand for that kind of degree program because school teachers of course in part are compensated by the amount of graduate work they've

done, and of course when they're doing graduate work, they are best served if they have a well-planned degree program.

Those degrees were rather restricted in those days, in part because again the State Board has one of its responsibilities to try to limit so-called unnecessary duplication, however that's defined, and if other institutions have a doctor's program or master's degree program in a particular area, the board looks very strongly at the need before it approves a second or a third one.

So instead of having a master's degree in education or some of the other disciplines, they started with the master's degrees in teaching, master of science or arts.

MO: Another note here on the timeline is that the Big Sky Conference postpones application at Portland State. I guess this was an issue that continued for some years. I'm not even sure -- I mean I don't know very much about it even, what significance it had. Do you remember that?

BL: Not very well. I think the athletic, like other areas of institutions, want to get into the bigger leagues, so this was a step up from the -- I think it was called the Northwest College League that we were in at the time, playing Lewis & Clark and University of Portland, Linnfield, places like that. That also required going from the NAIA to the NCAA as the athletic affiliation.

Then of course Big Sky was larger schools, the Montana schools, the Idaho schools, University of California at Davis, and Northern Arizona University. I've forgotten the others. Oh, in Utah -- I can't recall the name at the

moment.

MO: But it wasn't something that was a big issue as far as your --

BL: I didn't get into much of it because that's a self-supporting activity, and my job in principle is to make sure that it is and that it doesn't suck up other institutional resources.

MO: Last time we talked a little bit about the protests here on campus during the Vietnam war, and I guess maybe even preceding that was the free speech movement down on the Berkeley campus. Were there any echoes up here that you recall of that, or was that just sort of the start of...

BL: I don't know that there were any at the student level. There were again a number of people who might be invited to campus to speak because of the activities that were started in California, and someone like Timothy Leary would come with big headlines downtown, "Don't let this Communist or whatever speak on campus."

So there was that kind of activity, but the presidents were usually pretty firm about making sure that First Amendment rights were observed, and of course colleges and universities are out to find truth, and we find that by hearing all kinds of opinions and looking at different philosophies and not closing your ears and eyes to everything that might be momentarily controversial.

[Question omitted.]

MO: Then in 1967, according to this timeline, and I kind of vaguely remember this myself, coverage of it, anyway, there was a *Vanguard* strike. Do you remember anything about that?

BL: Not really. I recall that it existed, and I think Millar -- was he still here then?

MO: Well, it says that he confiscated --

BL: He confiscated some newspapers, but beyond that I don't recall very much about it.

MO: Okay. Well, in that same year, this would be something you no doubt were involved in, the new library building was completed.

BL: Yes.

MO: That's this building essentially -- although I know it's been added on to.

BL: Yes. Yes.

MO: Was there anything about that that was interesting or remarkable in terms of financing?

BL: Well, first of all the library finally had its own

building because it had been -- starting early on it was the second floor of Lincoln Hall on the park blocks side -- well, starting at Vanport it was a piece of a grocery store or whatever -- but it finally had its own building that was designed for that purpose.

Architecturally the big thing that we are still proud of is that we saved the big copper beech tree out in the center, and the entire facade of the library on the park blocks side is symmetrical around that beautiful copper beech tree, and that still exists I think as one of the landmarks here.

MO: So that was a factor in terms of designing the building?

BL: Oh, yes, very much so, because it was such a superb tree that no one -- or very few were willing to consider taking it down.

MO: Was that building just financed the same as any other?

BL: Yes. It's an academic building from the finance point of view. That means either fully state appropriation, or part state appropriation and part state-funded bonds for which the State also pays the principal interest, but it's state funded entirely.

[Segment omitted.]

MO: Also, in that same year [1968], there was a campus

urban renewal plan?

BL: Yes. That's one of the things that I was extremely involved in.

This started with a man named Julian Levi, who was an assistant to the president of the University of Chicago, and they were trying to acquire additional land for expansion, and there were a lot of dilapidated apartment buildings that would be suitable for their expansion.

So he, and I assume some others, went to the Congress and got an amendment to the Housing and Development Act, the urban renewal act through the Department of Housing and Development, HUD -- Housing and Urban Development, I guess -- that would permit an urban renewal agency to acquire property and sell it to colleges, universities and hospitals. Before that it was all developed and sold for either business or residential uses.

So I went to a conference at Wayne State when that was passed, and Mr. Levi was explaining all the activities that took place before and after and what they had done at the University of Chicago to make it work. So I came back and had a conversation with President Millar, and we thought that this would be a very good, in fact perhaps the only way that we could acquire a large piece of the property that would eventually become our long-range master plan.

So we hired a young man from Medford who was with their urban renewal agency to come up here and do a survey of the area that we wanted to include to see if in his opinion there was sufficient dilapidation and it otherwise met the requirements for an urban renewal project, and we

found that it did.

So we had this nice report, it wasn't flashy or anything, but it was very well documented, and I went to the urban renewal agency that John Kenward was then director to see if they had any interest in this.

There was little on their part because they were deeply involved at that point in the South Auditorium project, the biggest one that they started and broke their teeth on. So we kind of backed off for a little while, and then when they were nearing completion of that went back and made the presentation to the Commission that was headed by Ira Keller, and they became interested.

So President Millar and I were testifying before a subcommittee of ways and means one time and mentioned the urban renewal project and how we could acquire this land for one-third of its cost, and the federal government would pay the two-thirds, including the demolition of the buildings. Heretofore we had filed eminent domain suits against individual owners of a house or business or whatever to acquire a piece of property, where Neuberger Hall for example is, but this would enable us to get the whole works at once.

So the committee was very interested, and eventually that came out the other end, so there was an appropriation of about \$5 million and the project was a little over \$15 million, and that was to acquire all the land within our projected campus boundaries and to demolish all the buildings because they were dilapidated, and then we would have just raw land to build on.

So that was done, but after it got started we realized

that there were seven or eight apartment houses that were multi-story apartment houses, like the Blackstone and two or three others that were four or five stories high, that could be used for apartments for students for a period of time until we needed that specific piece of land to put a major building on.

So having convinced the federal government that the area was too dilapidated to remain and that it should all be demolished, Mr. Kenward and his attorney and I went to San Francisco and persuaded them to let us keep the apartments if we would agree to pay the demolition costs at the time we needed them for major buildings. So that was worked out.

So that in my opinion was one of the major contributions I made to this campus was getting that project done and acquiring all that, starting another more adequate long-range plan for the university's development.

MO: So you basically were on board for the two long-range plans --

BL: Yes.

MO: -- the one earlier, and then the one really just before you left.

BL: Yes.

MO: So that you just said was one of the major things you accomplished for the institution.

BL: That's my opinion, yes. Again, I don't deserve all the credit, but I was instrumental in doing it.

MO: Right around this same time I guess was when Portland State became a university and the first doctoral degrees were offered by the institution, apart from the MST.

BL: Yes.

MO: What did that mean for the institution?

BL: Well, beginning its growth as a university. Again, we were trying to break out of the limitations that had been placed on the institution early on. For example, for many, many years Portland State did not have an engineering degree. We had an applied science degree, and so in some respects we were bootlegging engineering under the name of applied science, but the degree the person got was in applied science.

Similarly, the Board of Higher Education and the Chancellor's Office staff did not wish to have Portland State begin doctoral programs in individual disciplines, so we started with multi-disciplinary programs, like system science was a combination of mathematics, computer science, and others, so that they were very appropriate degrees for the time, but they weren't a doctor's degree in math or a doctor's degree in political science or whatever.

But nonetheless it was the beginning of the institution's growth as a full-fledged university.

[Tape changes.]

MO: Did you want to say something more about the urban renewal?

BL: I don't think so. I think we covered the fact that it happened and our rescue of the apartments from immediate demolition.

See, the urban renewal project and budget called for the federal government to fund the demolition of the entire area, so that was the reason we had to take on the cost, to get released from that, so that they would know that it would be done.

MO: Then the story we had just gotten involved in was student housing. Tell me about student housing.

BL: When the college was created by statute the Board of Higher Education had them place in the statute the phrase *shall be a downtown city college and not a college of the campus type*, and those were code words for no residence halls, no dormitories.

So that's how we started, and again it was another evidence of the board's reluctance to see Portland State grow in to its full capacity. But a couple years later, Dan Davis, a local developer, came to me to talk about the possibility of a privately owned residence hall, and he had to crunch numbers, and I helped him crunch numbers to see if it was reasonable, and he ultimately decided that it was

and erected the residence hall that's now the Ondine, which I think is ten stories, if memory serves me correctly.

So that was the first break in the intent, although it was not by us. The second was that --

MO: And roughly when was this, would you say?

BL: I'll look it up and see, but it was in the early '60s, I think.

MO: Okay.

BL: Then a young man named Stan Amy had come to me one day with a complaint about his living accommodations and the fact that the college had no residence halls and something ought to be done about it, and we of course talked to him about how the statute prohibited that, but ultimately after a series of conversations there was an idea that the Department of Housing and Urban Development at that time was granting \$3 million loans, low interest loans, I think it was two percent, to universities to build residence halls.

So I inquired whether that \$3 million entitlement could be transferred to another entity if it were to build a residence hall to accommodate the university, even though the university did not own it, and it turned out that we could.

So Stan Amy and some of his fellow students found a number of businessmen that were interested in forming a corporation, and that corporation then took the \$3 million

loan and built the Goose Hollow residence hall.

So those were the two first breaks in the residence hall -- the forbidden residence halls on the campus.

MO: And you were able to do it sounds like both of them because Portland State wasn't the direct owner, is that --

BL: Exactly. We were not the direct owners, so no one can control what somebody else wants to do in terms of building an apartment house or residence hall. If they want to try it and it fails, so be it. It doesn't hurt the State of Oregon in any event, one way or the other.

MO: Now, were these halls reserved exclusively for Portland State students?

BL: Oh, yes, certainly in the beginning. I can't certify that every room every year since it opened was that way, but I think that in the main it was, and of course the Ondine became popular for foreign students. A lot of the Saudis and others would live there. They were worse off than local students who would prefer to live near the campus.

That worked pretty well, and then of course ultimately that language was removed and the university now has ten residence halls with a capacity of about 1300 students, and they're planning additional ones. So we're off and running in that area.

MO: In the beginning, then, with the private owners of the

two residence halls, did that -- well, I'm not quite sure how the college handles residence halls, but is there typically any kind of subsidy or rent reduction for students?

BL: No. The residence halls are entirely self-supporting, and so when you sign up, you pay your tuition and fees, and if you're living in a residence hall, you pay your rent, and if you're eating in the residence hall, you pay your board.

MO: Okay.

BL: And so those are separate and distinct. In state government language, they're other funds, meaning non-general fund monies, and they are accounted for entirely separately.

MO: Right around this time period that we're talking about, not the residence halls so much, but the campus urban renewal plan --

BL: Yes.

MO: -- Gregory Wolfe came and became president. What do you remember about that transition?

BL: Gregory Wolfe and his wife Mary Ann and children came, and we enjoyed them immensely. They were very cosmopolitan people. They had lived and traveled all over the world.

He had worked in the State Department; I think most recently was at Tegucigalpa, Honduras. In fact, they had a Honduran woman who had been the nanny with their young kids that came with them to Portland and lived in an apartment I think above the garage out at the Zentbauer place and was one of the family.

They were very outgoing. They entertained a lot. They enjoyed the role of president, and he made good strides in bringing the institution to another level of recognition in the community, getting a lot of community support in programs, particularly in the high tech, what became the high tech engineering and computer areas.

MO: And were there specific things that you worked together with him on when you were here?

BL: I don't recall anything unusual, other than just the workaday activities.

MO: I have another note here in the timeline about the Albina Education Center. Do you remember anything about that?

BL: Yes, that was an attempt to take some college courses to that area where students were underprivileged and undereducated. Many were reluctant to try college work, and I think the attempt was to have folks who were very much attuned to their needs and could help promote the enrollment of minority students in the college by first -- rather than transferring them to or having them come to an

entirely different environment that they could -- kind of a halfway house in one sense, being able to get one foot in the water before they jumped in all the way.

So I think that was particularly good in mathematics I remember particularly and a few other basic disciplines were offered there.

MO: So you thought it was a successful program, then?

BL: I thought so.

MO: So would students then funnel into Portland State?

BL: That was the hope and expectation. I think some didn't make it, either academically or socially, I suppose, but quite a few did make the transition quite well.

MO: And was there any particular aspect of it that was your direct concern?

BL: Not really. Just some local logistics, but nothing extraordinary on my part.

MO: Also right around the same time I've got a note that the campus police force was established.

BL: Oh, yes.

MO: Tell me about that, what kind of change it was for the university and other aspects of it?

BL: Those are always kind of touchy areas. You don't want to call police every time you find that a locker's been broken into or something of that sort, and yet campus security is important.

So it's not uncommon on residential campuses at all to have a campus police force or campus security group, and in Oregon there's been a continuing discussion as to whether those folks should be sworn officers, and in the main they have not been. Some campuses will have one sworn officer on their campus security force so that they can make arrests, make full arrests and so on, rather than just detaining someone until the others get here.

There's also been discussions as to whether those folks should be armed, and I think that's continuing. I'm not sure where it is at the moment. It seems to me that there were some news stories within the last year about that.

The campus security people tend to want to be armed in self-defense. I remember that at the Health Sciences University that was an issue because they get some kind of wild people up there in the emergency rooms in the middle of the night on Saturday or whatever, and there can be some injuries.

But those were the principal issues as to whether we needed our own in order to reduce the call on the Portland Police Department and have folks that are trained specifically to work with students, rather than those who are trained to work with the general public.

MO: I imagine of course it required a new budget line to set it up?

BL: Oh, yes. If you're going to have them, the first thing you have to decide is whether they're 24-7, as they say, because in the early days the campus, and particularly before graduate work started, the campus locked down at 10 o'clock at night and opened up at 7 o'clock in the morning, so there was no particular need in many respects for security people.

But as the university grows and there are graduate programs and there are graduate students here all hours of the day and night, and you're in the midst of a high traffic area for both pedestrians and vehicular traffic, the need may arise for having them. So if you're having them for seven days, it takes more than -- you have three eight-hour shifts for five days a week, but then you have two more days, so you're going to have about four and a half people, line items, if you're going to keep them on that long, and then whatever secretarial and administrative assistance is required, probably one person.

Then of course they have a role in parking, the security level, to make sure that people who are in our parking structures have paid their parking fees and the like, so they get other duties, as well, as time goes on.

MO: Would there be potential liability issues associated?

BL: Of course, although the state -- as state employees, they have the protections that the state does under the

liability, and they're represented as defendants by the Attorney General's Office if they're sued in their official capacity.

MO: So it wasn't a direct concern of your office, then?

BL: No. Well, in a philosophical sense, but it didn't increase our financial liabilities particularly in that respect.

MO: I guess the curriculum here at Portland State to some extent was influenced by the late '60s radicalism, if you want to call it that, or late '60s ferment, in that there were a bunch of sort of I would say socially-targeted programs that were begun on campus: the Black Studies program, Women's Studies program, and the -- I guess this isn't a program, but there was a Gay Liberation Front founded right around that same time.

Were any of those anything that you got involved in?

BL: Not particularly. They're again academic decisions related to the programs. Those were not unusual at this institution -- I mean not limited to this institution; everyone in the country almost now has a Black Studies program of one sort or another, and its philosophical direction may be a matter of concern among faculty, and the same with Women's Studies, but it from my perspective in terms of finance is no different from opening a new program in architecture or journalism or some other discipline.

MO: I imagine in some cases already on the payroll faculty members wind up taking over some of these courses?

BL: To some extent, although if you're having a Black Studies program, you're going to need some faculty who are professionally trained in black history, for example. That's part of what it's all about, so you need specialists in those areas, like you would in Middle East history or Civil War history or whatever you might be promoting.

MO: Now, in 1971 I have a note here that President Wolfe declares a financial --

BL: -- exigency budget.

MO: Exactly. Was that associated with the oil embargo and the inflation of that era, or what was the root of it?

BL: That's just large budget cuts from state government, like we're enduring right this moment. In higher education, we have faculty who after serving for usually four to six years are eligible for indefinite tenure, meaning that their job is secure as long as they perform adequately.

In order to terminate someone who is on indefinite tenure, there has to be a for-cause reason, or in these circumstances a declaration of financial exigency means that it's financially impossible to keep a certain number of faculty on the payroll. And so that gives the president license to terminate faculty until the budget disaster is

over.

So yes, that's what that's all about, and those happen from time to time. Ordinarily one would expect to terminate non-tenured faculty first because they're younger and less experienced faculty normally, but there may be a case where in a department where you have three specialties, and you want to terminate one, and the one that's being terminated happens to be occupied by a tenured faculty member.

So those things occur, but that's what it's all about. It's a budget emergency.

MO: Do you remember what the scope of it was at that time?

BL: Well, it wasn't huge, but anytime it's terminating people for budgetary reasons is a gut-wrenching experience.

They're facing the same thing now in state government, and right now of course many -- not in higher education, but in other agencies employees are taking unpaid furloughs rather than being terminated, but sooner or later furloughs won't cut it, and they'll be terminating state employees, and it's the same thing, a financial emergency. It's not because they're not doing their job or that the job doesn't need to be done, but there's insufficient funds.

MO: Maybe along the same lines, we haven't talked at all about collective bargaining here, or unionization on campus. Can you tell me a little bit about the history of that?

BL: I certainly can.

MO: Thought you could.

BL: In 1973, I believe it was, the legislature adopted statutory authority for public employees to organize and form unions and to negotiate labor contracts.

During that fall, as I remember, or late summer of '73, I went to a one-week seminar on collective bargaining for faculty in higher education. Several other states had already started, in Florida and in Pennsylvania, a couple other states. So we knew that the issue was coming, and I was trying to inform myself about it.

Later that year, the faculty at Southern Oregon State College voted to be represented, in other words, to form a union, and bargain with the system of higher education for employment conditions.

The Chancellor's Office had no one experienced in that, and we started some conversations. The board's attorney that I had been visiting with knew that I'd gone to this seminar, and he called me one day and asked me a couple of questions because they were starting to hear from the folks at Southern Oregon, and I answered to the best of my ability, and pretty soon there was a hearing at Southern Oregon about the representation, and I was invited by the board's attorney and the chancellor, Roy Llewellyn, to go down to that hearing, or they asked me if I would like to, and I did.

So on our way back I was talking to the chancellor about it, and he said, "Well, we really don't have anyone

in the board's office that can handle this, and what are the requisites for such a person?"

Well, hopefully experience negotiating, a full understanding of higher education, and an understanding of finance in higher education. And Lew said, "Well, Bill, you seem to have those; would you come down and do that?"

I said, "No, I don't really think that's appropriate," but I would come down and help him set up an office. So I went down -- President Wolfe let me go for a couple of months to go down to Eugene and help set up an office. But ultimately he twisted my arm, and I went to -- that's why I left Portland State and went to the Chancellor's Office to become Vice Chancellor for Personnel Administration.

So my first job was to negotiate the contract at Southern Oregon with the faculty. It took seventeen months -- lots of gaps where nothing was going on, but from start to finish.

And then my responsibility after that, or concurrently, was to hold elections on the other campuses where the faculty had petitioned for representation, and that happened at Western Oregon, and it happened at Portland State. I think it happened at Eastern, where it was voted down, and it was voted down at OIT, but Portland State did elect to be represented.

Then there was a question about the difference between full-time and part-time faculty, and so it ultimately was resolved by having two bargaining units.

So I negotiated the first contracts at Portland State with both those units. Also the graduate assistants at the University of Oregon organized, and I negotiated those

first contracts. So I spent about five years, more or less, as the Vice Chancellor for Personnel Administration doing all that.

[Tape changes.]

MO: So you were in that business for a while, then?

BL: I was.

MO: What kind of negotiation, if any, was the faculty able to do before the collective bargaining?

BL: It was mostly individual, of course. Individuals would negotiate on their own behalf.

MO: Okay.

BL: Or department heads on behalf of a faculty member or two.

The formation of the faculty constitution in a sense contains some aspects of faculty privileges and how they're to be treated, where they have a voice and where they do not. So really terms and conditions of employment is mainly the subject of negotiations, not the academic program itself at all, but salaries and benefits, primarily, and grievance procedure are the particular areas where negotiation took place.

MO: Are there any stories from those days? I imagine you

were the one that negotiated?

BL: I did. I personally negotiated those first contracts. Well, it was a little awkward to come back where I had worked for fifteen years and then sit across the table from faculty members whom I knew and represent the big, bad employer against the union, which in this case was the AAUP, American Association of University Professors.

I think we all had some problems along those lines because we were inexperienced and we knew what the general rules are and so on, but we got through it okay, I think, and this institution -- well, all of them still have their bargaining units, so I suppose it's meeting their needs, however those are described and felt.

I don't know to what extent there is a lot of activity in this area anymore. I don't hear much about it.

MO: Were there any particular issues in the Portland State contract that you recall as being particularly contentious?

BL: Oh, most of them are salary issues and benefit issues. Now the negotiations are handled at the institution level. When I was there of course at the beginning it was done at the chancellor level because the institutions could not commit the Board of Higher Education to a contract, but I was representing the board, not the institution in a sense -- or in more than a sense, actually, although I had institutional people on my side of the bargaining team. The budget director here at Portland State was on the bargaining team on my side, and the campus attorney, and

the person from the business office.

It's a lot of work to find where the middle is acceptable or what part of the spectrum we can agree upon in terms of what can be offered and the rationale for it and who has what authority to do what. And of course the resolution of grievances is always an issue, how those things happen.

MO: Is there also an issue of pay for faculty depending on the discipline they're in? I mean I know that certain kinds of expertise -- well, like in today's market, for instance, economists apparently can draw big salaries if they go to work for an investment firm or something like that, and so when you recruit for economics faculty, sometimes you have to pony up more money than you would for a sociologist or for --

BL: Well, we didn't negotiate individual disciplines. It was mainly salary ranges or schedules, and not individual disciplines or individual professors.

So in another environment, for example with the classified employees, the folks who are in the cashier's office or the custodial force and so on, there are classifications of employees, like Administrative Assistant or Accountant I, Accountant II, Food Service Worker I, II, III, depending on their level of responsibility, so you negotiate salary ranges for those, and then where they come in at the entry level, and then what are the reasons for advance from one step to the next or one range to the next, but it's a little more general in the faculty area.

[Segment omitted.]

MO: Anything else about Portland State that we haven't talked about yet that you might want to mention, people, events or challenges for you?

BL: Nothing comes to mind that I'm really anxious to talk about.

I think again I've just been blessed to have had the opportunity to be at the right place at the right time, I guess, in terms of being able to have the positions that I did, and it became a passion to see this institution become permanent and to grow, and I'm still interested in that and work with the Alumni Board and others that I can to achieve that continuing growth and recognition.

MO: That's right, you've been serving on the Alumni Board for some time now.

BL: They call me a board member emeritus now because they have a limitation on the number of years one can serve, but since I have a lot of background that's of interest to them, they put up with me and invite me to the meetings, so I can at least contribute a little, as I say, background on how these things came about or what some of the issues are and perhaps how we can help the institution grow and be what it wants to be to the city.

MO: Have there been relatively major projects in that

capacity as a member of the Alumni Board?

BL: I was on a committee from the Alumni Board that was reacting to the proposals from the president and others about government structure in higher education in Oregon, what's needed in order to break out of the very tight controls that the legislature imposes. So we filed I think about and 18 or 20 page report to the president on our views of changes in government structure. The president already had issued last November his thoughts on government structure.

In respect to the legislature, it involves giving the institutions a little more independence and breathing room, rather than being micro-managed in terms of budget lines. There are something like 9,000 budget lines in the higher education budget. I think the community college has one, so they may go up some.

So it's that kind of thing, as well as a few others that we're trying to discuss. University of Oregon has published a paper in this regard, President Lariviere, as has President Ray at Oregon State. So it's an active issue under consideration by the board and the Chancellor's Office and the presidents, and thus all other interested parties who want to see higher education grow and flourish.

[Segment omitted.]

MO: Okay, Bill, I want to thank you very much for taking the time to do the interview.

BL: Not at all. I appreciate it. I hope it's worthwhile to someone.

MO: I think it will be, and thank you again.

BL: You're welcome.

[Concludes.]