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Portland State Perspective



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The wilderness environment of mountain, river and forest becomes a classroom to students engaged in Portland State's outdoor program. For details on the challenge of this wilderness experience, see page 7.

Around the Park Blocks

If the adverb didn't seem so inappropriate, it could be reported that the long-awaited demolition phase of the PSC urban renewal project began quietly a few days ago. When demolition is completed some 2-2½ years from now, the Portland Development Commission will have acquired and sold to the College cleared land worth \$11 millions located between the Foothills freeway, Market street, and Sixth avenue. Development of this amount of land, according to College and State System experts, will permit Portland State in the future to accommodate about 23,500 students and a faculty and staff of about 4,000.

* * *

The recent announcement by State Senator Don S. Willner (D-Mult) that he is inviting fellow legislators to join him in sponsorship of a bill to give university status to PSC next month has raised questions once again about the difference between a college and a university. Those concerned about the matter seem to be divided into two groups: some who ask, in effect, what's in a name, and others who are worried that calling Portland State a university will somehow diminish the quality of that term as it is applied to older and better-established institutions.

Senator Willner said he had three very practical reasons for seeking the change: 1. The university title, in his opinion, would more accurately reflect the character of PSC programming; 2. It would permit the institution to qualify for some non-State financial assistance which it cannot obtain as a college; and 3. It would make the institution more attractive to some prospective faculty members.

Many people, including some of Oregon's most respected editorial writers, have lined up in the Senator's camp. But others, perhaps including those with more appreciation of the importance of tradition, stoutly maintain that a university historically has been a collection of schools and colleges, including medicine and law. That being the case, Portland State clearly doesn't qualify.

It is unlikely that anyone at Portland State will argue that point. But it's possible that people associated with some well respected institutions in other communities—including Corvallis—might care to do battle if the traditionalists seem to be winning much support.

Property Tax Obsolete

Ex-Finance Director Asks Tax Overhaul

by John Mosser

"The crisis in higher education finance" is only part of "the crisis in education finance".

If the truth be told, and it's high time it were, these are phony and unnecessary crises not based on any lack of public ability or willingness to support education. They remind me of the "crisis" that existed when I first went to the Legislature in 1957. Many of the school districts in the state were then labeled "distressed" because they could not raise money to build needed classrooms.

The problem was an obsolete ceiling on bonded indebtedness tied to property values of a past year. The "distress" disappeared when bond limits were pegged at a reduced percentage of current values. Double shifts and substandard classrooms have since largely vanished as the people supported construction programs. The only serious deficiencies remain in Portland, where a stubborn "pay-as-you-go" policy has neglected intelligent use of credit in an era of expanding enrollment and inflation.

Today's "crises" are not quite so simple to solve. But they are similar in nature, growing out of obsolete methods of financing tied to property values which have no relationship either to educational needs or the financial resources available to meet them.

Before taking a closer look at the current crises and a possible solution of them, consider some of the facts on which I base my premise that Oregonians want to support education:

- Over one-fourth of the Oregon population devotes its major effort to public education—460,000 elementary and secondary pupils in average daily membership; 18,000 full-time equivalent community college students; 39,500 full-time equivalent students in the State System of Higher Education; and, at all levels, over 30,000 teachers and 17,000 other employees—to say nothing of nearly 100,000 more part time students.

- Employees and full-time students in post high school education constitute a higher percentage of the potential labor force than any industry in the state—even forest products.

- The State System of Higher Education alone has more full-time employees—over 11,000—than any private employer in Oregon.

- In 1966 Oregon had the fifth lowest rate of failure on Selective Service mental ability tests.

- Oregon's overall educational attainment has been rated first in the nation by many surveys—most recently that of Midwest Research Institute, in 1967.

- In 1966-67 Oregon rated fifth highest in the nation in per-pupil current expenditures in elementary and secondary education and fourth highest in per capita tax support for higher education operating expenses.

- Between 1966-67 and 1968-69, the people voted to increase local property taxes for education by nearly one-third, from \$222.7 million to \$293.2 million; and legislative appropriations for higher education instruction increased nearly 25% in the current biennium over the preceding one.

- A Portland Community College tax base was voted in the 1968 general election while other money measures were defeated; and a statewide vote overwhelmingly approved bonds for community college and higher education construction in the 1968 May primary.

Despite the clear interest of the people in education and the strong evidence of their willingness to provide needed financial support, it is clear that all is not well.

Local school budgets are voted down with increasing frequency. State support of elementary and secondary education has not increased for three years and is a much smaller percentage of the

Continued on Page 6

College Introduces New Quarterly

A regular newspaper or magazine for alumni and other friends of the College is one thing which Portland State obviously has not put its money into. The wisdom of such action is debatable; it has saved money when money was scarce, but it has produced many indignant queries from people who routinely receive publications from other Oregon institutions.

Money still is scarce, but a little of it now is going into two new PSC communications efforts: a monthly *Calendar of Events*, and this new tabloid newspaper, which really isn't a newspaper.

For the time being, *Perspective* is a quarterly look behind some of the news which readers already will have received from the mass media. Some of its contents, such as the lead article by John Mosser, will be provocative discussions of major problems facing higher education. Other pieces, such as the page 8 story by Tom Burnam, will attempt to give readers a better understanding of faculty members, students, and the learning process at Portland State.

Comments are invited.



Bursting at Seams

PE Structure Scheduled to Hilt with Classes, Night-time Activities

Portland State's Physical Education Building is unimposingly tucked up in the southern corner of the campus on a wedge between the Park Blocks and the new Foothills Freeway.

But there is nothing unimposing about the way the two-year-old facility is being used to near capacity and the impact it is having on the College and the community.

As a result of the boom-town-type growth of Portland State, the \$3.5 million structure is already bursting at its seams. Physical Education administrators, while still involved in taking the two-block building through its initial "shakedown" years, are already making plans for new additions to keep up with the College's growth.

"Right now we are using the building at nearly 100 per cent of capacity as far as classes are concerned and the remainder of the time between 7 a.m. to 10 p.m. is pretty well filled with athletics, intramurals, recreational use and special events", declared Dr. Lee Ragdale, head of the Department of Health and Physical Education.

The only time the building isn't open during the school year for one type of activity or another is Saturday afternoons and Sundays. "Lack of interest and budget limitations have kept us from coming to this so far," Ragdale added.

Class-wise, the 10 different stations for instruction and activity are in use almost every hour from 7:30 a.m. to 3:30 p.m. during the months when it's impossible to go outside. "We're almost to the point where we don't have the flexibility desirable in college physical education," the PE department head said.

He pointed out that the addition of two more full time PE faculty members would fill to "absolute capacity" all of the space available under current college scheduling procedures.

Use of the building for intercollegiate athletics—basketball, wrestling, swimming, and, beginning last term, gymnastics—puts additional pressure on the use of facilities in the building.

During the fall and winter months particularly, the basketball teams move in and start practice in the two gyms as soon as classes move out; wrestlers take to the mats in the large activity room before fencers

get their foils put away, and the swimmers hit the water as soon as the last student splash is out of the pool.

Oregon and Oregon State, the only two State System institutions with similar student body size, have separate buildings for athletic use.

Athletic teams already have found space limitations in the "new" gym. Coach Marion Pericin's basketball team drew two standing-room-only crowds the first year it played in the 2,000-seat gym while Coach Howard Westcott's wrestlers filled the house 45 minutes before a dual match with Oregon State last winter.

Along with everything else, the school's intramural program is booming although it is still only a fledgling when compared with those at the two other major state schools down the valley. (One reason for the difference is the lack of a strong fraternal and living group system such as that which exists on the other two campuses.)

Basketball, handball and weightlifting, to name three of the most popular IM sports, are fitted into the schedule in the evening and during the day when there is no conflict with classes or athletic practice.

The problems of finding a place for intramurals in the tight scheduling of health ones. "A good system of intramurals is essential to the morale of a college," Ragdale pointed out.

Portland State's new PE building has proved to be a major catalyst in a student body where the normal living organization and fraternal adhesive forces are not available. Along with the College Center and its cafe, pool tables, bowling alleys and lounges, the Physical Education Building serves as sort of a "community center" for students and faculty.

"Knowing that the majority of PSC students are commuters as individuals and not members of any group, we attempt to make as much time available as possible for individual recreation", Ragdale said.

The fact that nearly half the student body is making use of the building's wide variety of facilities in any given term is testimony to its importance. While some 3,200 students were registered for classes in the building during the Spring, 1968, term (one-third of the student body),

another 1,500 to 2,000 used the facilities for recreation or athletics.

Faculty members, staff and alumni are also finding the PE Building's handball and squash courts, swimming pool, badminton and tennis courts and running track one of the important "plus" benefits of being at Portland State. Special times are set aside for faculty, staff and alumni use of facilities during non-peak hours.

Pressure for use of the building by outsiders is continuous and probably heavier at Portland State than at any other state institution because of its "on the street" location in downtown Portland. "We have people coming in all the time asking about swimming in our pool or playing on our handball courts. A quick look at the schedule shows one good reason why it can't be done," Ragdale said.

The building is rented to outside groups when scheduling and use are compatible with institutional goals. A good example was that of last May when the National Volleyball Championships were held here with nearly 1,000 of the country's finest players taking part.

Ragdale and his staff already are looking at proposals for an addition to the PE Building to the south of the swimming pool. That addition will probably contain more office and laboratory space plus additional locker areas for both men and women.

"This addition is going to be needed in the very near future", Ragdale said. But so far, its just in the talking stage. It hasn't reached the planning boards yet.

Even farther in the future is a major expansion of the campus with a field house type structure in the "air space" above the freeway. "We're only dreaming about that right now," Ragdale said.

For now, the Physical Education Department and the Athletic Department next door can only look hard and long at their two-year-old home and then look back to see how far things have come from "The Black Hole" in Old Main.

January-February Campus Calendar

American Theater Company: *Three Men on a Horse*, January 24, 25, 30, 31, and February 1, 7 and 8; *The Gladiator*, February 14, 15, 20, 21, 22, 27, 28 and March 1. All performances at 8:00 p.m. in the PSC Theater in Old Main.

Film Directors Film Series: *Virgin Spring* (Bergman), January 24 and 26; *The Silence* (Bergman), January 31 and February 1; *The Diary of a Country Priest* (Bresson), February 7 and 9; *Father Panchali* (Ray), February 21 and 23; *The Music Room* (Ray), February 28 and March 2.

First International Tournee of Animation: February 14, 15, and 16, 7:00 p.m. and 9:30 p.m. with a 3:00 p.m. matinee on February 16.

Film History Series (free): January 21, *Grapes of Wrath* and *The Land*; January 28, Pre-War German films; February 4, *Zero de Conduite* and *Kuhle Wampe*; February 11, *Maedchen in Uniform* and *Kameradschaft*; February 18, *Le Dernier Milliardaire*; February 25, *To Die in Madrid* and *Rehume*.

PSC Varsity Basketball, February 4, University of Puget Sound; February 7, Seattle Pacific College; February 15, University of Montana; February 28, Central Washington State College. All games start at 8:05 p.m. in the PSC gym and are preceded by a freshman contest at 6:00 p.m.

PSC Varsity Wrestling, February 1, 8:00 p.m., Oregon State University; February 6, 7:30 p.m., Central Washington State College; February 20, 7:30 p.m., University of Wyoming; February 25, 8:00 p.m., University of Washington. All contests will be held in the PSC gym.

February 20, 21, 22 Les Planches du Pacifique present *Le Cid* by Corneille. The Agora Coffee House at 8:50 p.m.

In an interview, Phillip A. Joss, committee chairman on building and other physical facilities for the Oregon State Board of Higher Education, and W. T. Lemman, Jr., Portland State College's Director of Business Affairs, comment on campus design and construction in

Urban Campus Architecture: Beauty or Blobs?

Question: Recently President Wolfe was quoted in an Oregon Journal editorial as referring to the buildings on campus as "blobs". Would you care to react to this comment?

Mr. Joss: I don't feel they're "blobs", I feel they're very attractive. I assume that he wants a transition between city and College and perhaps to preserve some architecture that has been here for some time, which could not be called "blobs".

Mr. Lemman: I agree, to a certain extent, with the President. Some of the earlier buildings like Cramer Hall are architecturally undistinguished. The earlier problem of having to site buildings on square blocks led us to building cubes which the President objects to and, of course, this kind of constraint is no longer with us because of the urban renewal project.

Question: What would you class as distinguished architecture for this kind of an institution, in this time and in this location? What kind of a campus would you like to have, and what kind of buildings should we be building?

Mr. Joss: I would like to see what you have now. Although, personally, I find the parking structure a "blob", and I think your elevated bridges are terrific. Those connecting the buildings along the Park Blocks I find very attractive and handy. I like the variation of the science building and even the physical education building among the existing structures.

Question: Some people have severely criticized the concept of placing bridges across the Park Blocks. Do you think these criticisms are valid? Are we likely to end up by destroying the beauty of the Park Blocks, and are we likely to let functionalism rule the design of this new campus?

Mr. Joss: As a resident of Portland they give me concern. The architects have assured us that they are very well aware of it. I hope, frankly, that the crosswalks will not follow the pattern of the one across Broadway, which I find heavy. It may present a challenge to the architects, but I think it can be done satisfactorily. Undoubtedly there will be gripes about any change to the Park Blocks, but in the long run I feel the citizens will be in accord.

Question: Do you as chairman of the State Board's Building Committee foresee the day when we will build in terms of areas instead of in terms of buildings?

Mr. Joss: I'm sure we won't be building all at once because of the limitation of finances; an exception being OTI which started fresh as a new institution. As for planning for campuses, that has been done and is being done. The Board doesn't necessarily get down to planning architecture,

the beauty of the campus.

Question: Do you look on PSC as being unique in any way?

Mr. Joss: Portland State, of course, is unique in that it has no dormitories. Architecturally, I'm sure some of the Board members are sympathetic with Dr. Wolfe's desire to have the campus in the city, and not an isolated island by itself; to have the

some distance, I don't know. I realize that there are those who don't want PSC to get into the housing business, and I see a situation where the city should be able through private home owners, apartment house owners, and entrepreneurs like Mr. Davis to provide those facilities and save the College and the State, in a sense, the expense of maintaining, administering and building of those properties.

"I don't feel they're 'blobs', I feel they're very attractive"

campus be a part of the city. And there should be transitional areas from city to campus, architecturally speaking.

Question: Do you think we're achieving this with our present campus?

Mr. Joss: No. And I don't think that's Portland State's fault.

Question: If you're speaking in terms of fault, would you care to assign blame? What do you see as the underlying problem here?

Mr. Joss: Well, specifically, there were some of us who strongly felt, as did President Wolfe, Mr. Lemman and others, that the new parking structure should contain surface areas and shops primarily for students, but for others too. The Board deferred action, however, feeling that the situation should be looked at hard and in the light of similar developments that might occur at other state institutions. So that's really on the table for the present, but I'm sure it will be taken off the table and gone into.

Question: Dan Davis, so far, is the only person who has really undertaken to capitalize on the burgeoning PSC market. Do you see the day when the campus will be ringed with private enterprises in the Davis concept? And if so, how far off do you think this will be?

Mr. Joss: I am not prophet or seer. We'll have to follow the law of economics. And, yes, I would guess that there would be private enterprise service areas, but whether they would meet solely PSC's needs is another question.

Question: If what Mr. Davis has started here is not continued, do you as a member of the present Board have any authority in the future to change in Board policy and a pursuit of the development of State living establishments on this campus, either of the dormitory type or cooperatives?

Mr. Joss: Yes, I personally feel that's

Personally, I think it's not so much a matter of theory as it is of practicalities.

Question: We're daily seeing new expressions of student resistance to being swallowed up by the huge impersonal academic establishment. What plans do we have to guarantee, as PSC reaches its ultimate campus potential of 27½ thousand persons, that this is not going to happen here?

Mr. Lemman: I don't buy the premise to begin with. I can just wipe

"If students and faculty don't want to talk to each other, the existence of physical facilities to do so are not going to make them do it"

you out by saying that I don't buy the stuff about the impersonality of institutions.

Question: Well, do you buy the notion that all around the country we are seeing expressions of discontent? Have you heard students express this kind of sentiment at Berkeley and some other places?

Mr. Lemman: Certainly.

Question: You don't think that this will happen here?

Mr. Lemman: I don't see that the physical plant has particularly to do with that.

Question: Can the design and construction of the physical plant contribute to a defense against this kind of feeling?

Mr. Joss: I think President Wolfe's suggestions of transition areas between city and campus can be achieved by shops and services primarily for college students, yet open to members of the community. But PSC is a relatively small land area. So it seems to me that the students will be bound in their daily activities to go outside the campus. PSC is in such a central location that the town is coming to the campus for lectures, cultural activities, as well as classes offered by PSC.

Mr. Lemman: I think that the physical architectural aspects of the campus don't necessarily contribute to the kind of thing you're thinking about. Your questions suggest a monastic atmosphere, or one which induces serenity. I don't think that campuses which are designed with that in mind have been any more successful in dealing with the unrest situation or the impersonality situation than others.

On the other hand, I do think that design can contribute significantly to the learning experience. I believe that we should have a place that reflects the excitement of learning, the forward thrust of learning, the seeking of truth. Thus, I'm opposed to a cosmetic approach to campus design which tries to avoid "blobs", whatever those are, or cubes, merely as an expression of some sad or cliché or to avoid being uniform. We try to avoid some of the materials that are faddish. We've stayed with brick, concrete, wood, some of the more stable elements rather than going to colored aluminum and personalized panels and things which reflect architectural clichés. I'm not saying that I'm satisfied with the campus development so far. I think our new library is probably one of the first buildings on campus that reflects something of a more or less timeless architecture.

Question: We understand that you are talking about decentralizing some of the food services, and putting some common lounge areas around the campus, where faculty and students can come together?

Mr. Lemman: I think this is one of the expressions of the attempt to facilitate the learning process through design; provision of study areas like we have in Cramer Hall and the third floor sidewalk cafe in South Park Hall. But these can only facilitate and attract. They can't induce student-faculty interaction. If students and faculty don't want to talk to each other, the existence of physical facilities to do so are not going to make them do it. There are lots of facilities now that could be used for a variety of things, but that's why I want in Part I reject the whole notion of the impersonality of a university. It's the impersonality of people and their reluctance to be energetic, to make new friends, to have personal experience, creates an institution's impersonality, not the impersonality

of the buildings or the fact that you use an ID number rather than a name to register.

Question: Is the architecture now a true reflection of the College?

Mr. Lemman: No, I don't think so. Again, we've been meeting in discussion of catch-up than we have of planning ahead, pretty much until right now. We've had a science building for two years now, of 13 or 14 years of our existence. So I don't think it necessarily reflects. In fact, I'm sure it doesn't reflect in many areas the qualities that we foresee and would hope for.

Mr. Joss: I don't see it desirable for PSC to emphasize too much its own individual character as an academic community. Instead I see advantages of its merging its identity with its environment. I feel that a student who is just spending his time in the academic community and not seeing life as it is lived in a non-academic community is isolated. PSC has that terrific advantage as compared with some of the other institutions of higher learning in this city and elsewhere in the State where for physical reasons they are more or less isolated.

Mr. Lemman: I would not like to see here any kind of a uniform campus designed like the University of Washington which is all the same shape and texture. I think this is unrelated to an urban institution. When you walk downtown every building is different. Hopefully in a semi-controlled environment our buildings will complement each other and yet be quite different. They would be of the city rather than of the trying to be an enclave that's all designed in one school of architecture.

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"I don't see it desirable for PSC to emphasize too much its own individual character as an academic community."

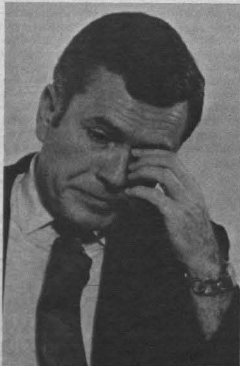
tural details of a particular type of building. But it takes into account the problems of the campuses as they will grow, the efficiency of the cam-

pus. Whether it will be on a campus as such, or whether it would be a part of the city, or whether it would be housing units located at

Gregory Baker Wolfe

One hardly needs more than a week at PSC, even in summer, to hear about the possibility of permanent junior standing. Many times in these (first) three weeks I have been informed that some Oregonians would prefer to see PSC remain the junior partner of higher education's university constellation: junior in size, quality and influence. Even if I were not a newcomer in your midst I would assume some people might have this view. But those who hold it betray their ignorance of policy, neglect of facts and blindness to trends in urban education's demands and needs, here and elsewhere.

But this apart I am impatient with those who would—out of ignorance—deflate the currency you and my predecessors have so carefully minted here. Besides other attractions of Portland State for me were the evidences I saw and felt among the faculty, student body and administration to get on with the achievement of our senior standing as an institution. I anticipate eagerly the hard work we are now beginning together of conceptualizing, debating and organizing the issues that will attend our emergence as a university; determinedly catholic in its respect for the liberal tradition and determinedly contemporary in its outlook.



I happen to accept the proposition McGeorge Bundy makes in the current issue of the Atlantic that in academic matters college presidents are the agents and not the masters of the faculty. As such the president's job is indispensable to realizing dreams, breaking deadlines, maintaining freedom and order. But the place to begin in talking about the president is the university, because the university exists. Its needs define the presidency.

I choose therefore to frame my remarks about the state of the College—in large questions intended to ask what we are, what we want, how we may get what we want and where we may go when we have it. For whether our college goes I go also. If we get to heaven without going to hell or detouring there too often, I believe we will all have to work desperately hard together.

We need to think about and learn to live with the consequences of our emergence as a college and our building a new university, because as they must be, our standards of teaching are better and our standards of performance are tougher. This alone suggests some need for a change in the tactics of recruitment and serious attention to retaining entering freshmen and transfers for their full degree programs. But it calls for more.

It calls for consideration by every one of us of how we deliver our product to the consumer—as teachers and professionals.

How impeccable is our performance as teachers? Do we meet our classes? Keep our office hours? Contribute to student activities—individual counseling and generally comport ourselves in ways that excite and build the responses that generate a belief in our public that PSC is a learning mart that merits its fullest support? Is liberal education here at least “alive and well,” and not extinct, as Irving Kristol declared it was in *Fortune* last May?

If our performance merely underscores the well-known fact we are a low cost, convenient place near home and job that offers routine education, we cannot and should not aspire beyond city college status very fast or very soon.

To return to our basic question. How steadily and how imaginatively are we as professionals working to build on our guidelines to become an urban university that reacts and relates to the city not just in past tense but present and future?

We have a special obligation to train both generalists and specialists for life in the world of tomorrow. In this connection what will our contribution to solving the dilemmas of urban development be? Will we close our eyes to the disturbance change occasions in our venerable curricula and academic customs? Will we rush headlong into activity for activity's sake or for the profit we may see in consulting contracts?

The limits of the permissible and the relevant for us as a teaching institution will need periodic reappraisal. Growth of this kind is not always fun; it can be hard and protracted, exhausting and sometimes agonizing, even if deeply satisfying.

I have touched on questions relating to our guidelines and our growth because I believe they need refinement and because this refinement must involve us all. I have not the slightest doubt that your academic work, and your professional activities and legislative activity will define my job in the development business of this college. They will determine how the heart beat of this institution adjusts to the changing rate of student blood intake here. They will unquestionably affect the physical shape of our buildings, size of faculty and growth in services. They will enable and prescribe the ways in which we approach and change the unfavorable position we occupy vis-à-vis our sisters as an attractor of support: from foundations, government—state and federal—the private community, and alumni.

Perhaps most important of all, the academic programs of PSC will exercise decisive effect on the caliber of new young intellectuals we attract for long-term affiliation—not to mention graduate study with us.

The Board has given first priority in the System budget to the development of our graduate program in-

cluding the Ph.D. It is requesting \$1,150,000 in financial support. If we get it, PSC will be approximately on the same level of support per FTE student as Oregon State and the University of Oregon. This has been a long sought goal of PSC and has the support of vital quarters outside the College.

As we begin to dismantle the wall that separates the college from the outside community, so we must continue to lower the barriers between departments on our own campus. We must remember that a college community is a kind of an organism, and as such, its continued viability depends on its absorbing the new and excreting the waste.

Research grants and contracts play major roles in this process of ingestion, digestion and elimination. Though we are new to this field, our initial batting average seems high. Of the 112 proposals submitted last year, 36 per cent were approved. And that's about twice as good as we had any right to expect. Thirty-five per cent are still pending so we may even do better.

I hope you see this collegiate world of ours as I do: growing and striving.





ing for new identity; discovering its full powers and employing them in a world oriented to learning and development.

I hope you see it as President Kennedy saw his experience with government—that when things are non-controversial and beautifully coordinated and all the rest, it must be that not much is going on.

I hope you see it as Ferlinghetti's terms—as a beautiful place to be born into if you don't mind happiness not always being so very much fun; if you don't mind a touch of hell now and then.

I see undergraduate education as the heart of Portland State's educational activity for a very long time.

One of the things I want very much to do is find an hour or two in each week where somehow, on a fairly intimate basis, perhaps in a room like this, the President could have the pleasure and opportunity of sitting down with students—not just those who are in the power structure, but those who are just here—and talk with them about what they're thinking and how they're reacting to life in general and to the institution in particular.

I hope that you'll find me sometimes out, even out of the city, but most always with the institutional development agenda either in my hip pocket or in my hand talking about it with somebody.

The Portland community, from what I've read in the papers, expects a great deal from the institution, and yet I'm not at all sure that the Portland community has given all it should for in exchange for what it ex-



pects. One of the first things I want to do when I get out and move around in the community is find out just exactly what Portland has given, what its business, what its community leaders, political and economic, have in mind to do and at what price. The one thing I don't intend to preside over is the sacrifice of the independence of the institution which it has had and must retain.

... a fellow alumnus of the very same Bureau I worked for in the State Department is none other than the author of *One Dimensional Man*, Professor Herbert Marcuse. He has so upset the American Legion they're trying to get him out of San Diego State. The roominess of the Diplomatic Establishment may comfort some of you and trouble others. I for one don't see why so many people think that because many diplomats are one dimensional they also have only one opinion.

If the combination of Rusk, Marcuse, and Wolfe seems like an odd collection, let me assure you that the ranks of public service are filled with enough independents and other types to prompt our superiors in the government to remark as Wellington once did of his troops: "I don't know if they scare the enemy, but by God they certainly scare me."

I hope it isn't too presumptuous of me to dream a little of acting in ways that may cause PSC's students, faculty, and administration to combine contemplation with some new kind of action. What we might avoid is becoming so anesthetized we become Prufrock's of the Park Blocks, daring not to disturb our established universe—or even to enter another. That you are already challenging this one and disturbing it with your questions was a large part of my attraction to come here.

I am nevertheless mindful, if not entirely in accord with whom of your attitudes might be. W. H. Auden has capitalized one thought you may be thinking, and which I may be questioning this year: "We are all here on earth to help each other. But what the others are here for, God only knows." You don't have to be an administrator very long to know what being among the "others" is like.

For faculty, students, and administrators, there is now here, and in the whole world, a crying need to manifest talent for the tasks of leadership, if we are to demonstrate our relevance to saving the society so many of us claim is sick.

Since our own internal alignments and interest vary in time and with the variables of issues that confront us, we need to examine the simplistic assumption increasingly made, that we always know who the enemy is: the faculty, student government, or its activity structure. If you have not found out yet, you may one day learn that the composition of alliances changes with the problem and the time.

One doesn't need to join the Peace Corps or VISTA to learn that community development isn't easy, but it isn't impossible either. You don't even have to have been watching Chicago, Guatemala, or Viet Nam in living color to perceive that communities everywhere stand on the brink or sit in the midst of disaster, either because they are violence-ridden, racially tense, poverty-stricken, or the pawns of larger powers. Yeats put it well long ago when he said:

Things fall apart.
The center cannot hold.
Mere anarchy is loose upon the world.

And why? I think one clear reason is that the promises of the old clichés have gone unfulfilled too

long. You are no longer fooled that access to civil rights in the United States is progressing fast enough, that narrow opportunity structures of the developing lands are broadening soon enough. You do perceive that child-parent relationships are being strained by cataclysmic changes in the nature of the family. Students who want adults off their backs, who want to find out for themselves, why, if they are old enough to die but not mature enough to live lives of their own, the world isn't getting on with the action.

I think you are absolutely right. Our community, this community, should begin to expect change and innovation—teachers who will consider themselves students among students, first among equals, willing, however, on both sides to advance understanding and to get pertinent answers because we ask impertinent questions.

What posture shall we assume as community builders in this city and in this world? Shall we, as the poet Ferlinghetti suggests, leave our neckties behind on lampposts, take up the full beard of walking anarchy, looking like Walt Whitman, a homemade bomb in the pocket, and descend into chaos?

Shall we make high society low society and be social climbers climbing downward to disaster? This is certainly not my itinerary for a meaningful kind of trip into the 70's, and I do not propose we take it.

None of these problems of our academic economics or mechanics is going to be solved merely by our declaring peace or war or long boycotts on each other. There is nit and grit in these—and they will take serious effort, long hours, and constructive negotiating skill of our governmental constituencies. Our own Professor Deinum has said, "Monologue is rape; dialogue is love."

I have suggested to the faculty what I now propose to you: the establishment of two task forces—one on university goals and one on university government. Let me speak first to the Task Force on PSC goals. It will be composed of faculty, students, and community leaders. Its assignment will be to define qualitative components we should have in our community, what qualities we already have—and what ingredients need to be added. . . . The Faculty Senate (has) voted overwhelmingly to make the Statement of Rights and Freedoms of Students one of the sets of goals this institution will strive to put into practical effect. The content of the Rights and Freedoms Statement brings us rapidly to the other area of my priority concern—namely, modernized government that recognizes, respects, and requires maturity of performance. Without it I don't believe we can move swiftly ahead to university status.

I confess it was disheartening to find almost no student with whom I could sit down and discuss the problems of student government when I first arrived here. Your absence from the scene underscores a vital question: how can absentee politicians exercise their franchise or assigned responsibilities effectively? What concessions to continuity are you willing to make? And what would you have the College do to keep the place going while the quaint custom of vacation is observed by part-time members of our community who say they want full-time political privileges?

I submit that it is moderately discouraging to find no group of students or many people on this campus who express confidence in the government it has—student or faculty. I suppose I should give thanks that at least if government is not alive and well, it is at least still breathing.



If PSC is to attain and enjoy its institutional puberty as a university, it's going to have to modernize its government. It cannot and should not be wet-nursed by an administration required by law to keep the place open, to give routine courses to routine people too apathetic or turned off to their environment to make it first-rate.

If we are to begin to make decisions on incidental fees that are different from what they are, to selectively open the academic policy bag to some kind of wider participation of students, to get on with the realization of rights and freedom goals, there will have to be a commensurate and concurrent assumption of responsibility by student and faculty governments.

No institution grows that ignores its goals, its government, or neglects to invite all of its members into intimate critical dialogue. No community prospers that is isolated or insulated from the issues and the causes that engage mankind. The recently-completed 222 page report of the task force at Columbia University found the University delinquent on all counts: of unhealthy relationships with neighbors, of improvisation, and evasion by faculty and administration which functioned as rivals and thereby reduced the priority of student problems to the very bottom.

By contrast, PSC is far ahead. I ask your help in keeping us not just ahead, but exemplary. I cannot believe that this generation will sink down exhausted like the bachelors and old maids of Henry Ditch in Spoon River, "not to bud again, because its potential for love was forced back by fear—robbed of its power to try again in life's precarious garden."

We have an opportunity to do something unique together at a most critical time in history—and the world's that will be watching.



Ex-Finance Director Asks Tax Overhaul

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total costs than a decade ago. (Great as the local increases seem, Oregon ranks 43rd among states in percent of increase in current elementary and secondary per-pupil expenditures in these last 10 years.)

The picture in higher education is much the same. Seemingly large expenditure increases are almost wholly absorbed by expanded enrollments. The amount of tax funds per student has risen less rapidly than the general cost of living. Tuition and student fees have increased much faster.

The straight jacket which hobbles educational growth is our reliance on the property tax as, to chief source of support. Of course property taxes are not used at all for support of the State System of Higher Education, and only for a small part of the Community College funds. But post-high school education is none the less influenced by the heavy dependence of elementary and secondary education on the property tax.

In past years it was a common occurrence for the Ways and Means Committee to debate whether the last millions after going through the state operating budget should go to basic school support, to salary increases or to higher education capital construction. Fortunately the last

"The straight jacket which hobbles educational growth is our reliance on the property tax as its chief source of support"

two sessions have taken care of salary increases early in the session. But property tax relief and distributions to community colleges have been added to the last minute competition with capital construction. One of my last acts as Director of Finance in 1967 was to present the Governor's recommendation for a state appropriation for the Disadvantaged Child Program after Portland voters had turned down property tax support for it. In doing so I had no alternative but to advise the legislators to cut a project from the Higher Education building list.

After this year's initiative to limit property taxes to 1½% of value, the pressures for property tax relief will be the dominating influence at the 1969 Legislature. The danger of cuts in Higher Education appropriations as well as limitations on local spending will be greater than ever before.

Perhaps the greatest hazard is that new revenue measures proposed by the Legislature will be unacceptable to the people. Certainly this seems a real probability if the alternative proposed is either a general sales tax or increases in the present personal income tax. Let us look at the case against turning to these taxes we are so often told are the only alternatives.

The prime case against each is that it would result in a massive shift in direct tax impact from business to individuals. Only about one third of total property taxes are paid by homes. While a much higher percentage is borne by Oregon residents ultimately, in the form of rents and costs of locally consumed products, the fact is that a high percentage is passed on to out-of-state consumers of such things as wood products, metals and electronic equipment. A

very much higher percentage of a sales or income tax would fall, at least directly, on Oregon residents.

A second factor is the fear that these taxes in the amounts proposed would only provide brief relief and then become added to high property levies. After all, the amount that would be raised by a 3% sales tax exempting services, housing, food, feed, seed, fertilizer and fuel is only about equal to the rise in property taxes over the past three years. And so would be a 50% increase in rates of the present personal and corporate income taxes.

In the case of the sales tax there is the added factor of heavy additional administrative expense, both in government and retail business.

Recognizing the likelihood that these factors will lead to rejection of either of these alternatives, many politicians are tempted instead to seek to remove voter objections to the property tax by granting homestead exemptions. This is a dangerous will-o-the-wisp. In a suburban community of homes it does nothing at all. In general it merely shifts a heavier burden to non-exempt property.

Somewhat better are devices which involve payment of property taxes in hardship cases by the use of state revenues—either directly as in the

was not just an added tax. Obviously it would need a base likely to expand with need.

2. This new tax should bear a much closer relationship to educational benefits received than do property taxes, which fall heavily on the old, the low paid worker and the farmer.

3. It should not result in a massive shift in incidence from business to individual.

4. It should involve a minimum of administrative cost in public expenditure or private effort.

It is possible to have all these things. The general structure re-

"Perhaps the greatest hazard is that new revenue measures proposed by the Legislature will be unacceptable to the people"

quired is a levy on personal income paid by the individual plus a levy on wages and salaries paid by the employer. Unlike social security the individual levy would fall on all personal net receipts and the wage and salary tax would not have a regressive ceiling. Indeed it might be desirable to provide a fixed exemption such as in the present income tax on the individual side.

The rates could be quite low—2½% if no exemptions were allowed, 2¼% or less with exemptions of \$600.00 per person.

There need be no fear of loss of local control. Even if the entire tax were uniformly imposed throughout the state and distributed equally per pupil to all districts, there would still be local control of expenditure. One district might opt for fewer but higher paid teachers, another the opposite, etc. Special needs might be met as they are now through existing state appropriations for necessary small schools, handicapped and retarded children and other programs.

But it is not necessary to go that far toward equality of opportunity, desirable as I think it would be. It is quite easy to leave the level of expenditure to local option. The em-

Fiscal Year	1965-6	1966-7	1967-8
Current expenditures			
elementary & secondary	240.6	262.9	295.4
Existing State and Federal Aid	99.0	101.6	107.5
Local Sources*	147.6	161.3	187.9

*The figures are not the same as local property taxes for several reasons. They do not include capital outlay and debt service, a matter to which I will return. Second, tax levies are always larger than expenditures, both because of the 3% discount allowed for prompt payment and because they are not all collected in the year levied, which in a period of rising expenses is not offset by prior years' taxes collected.

Now, what would the proposed tax raise again in millions of dollars:

Calendar Year	1965	1966	1967
Personal Income	5,368	5,787	6,132
Wages and Salaries	3,495	3,784	3,974
Total	8,863	9,571	10,096
2% of total	177.3	191.4	201.9

Clearly not just enough, but more than enough, is raised to abolish property taxes for current educational operating expense, even using a calendar year base to allow a lag for collection and distribution. I intended it should. A new tax should have the enthusiastic support not only of the property tax payer (who would see taxes of 1½% and even less than 1% of market value) but also of those who recognize and want to remedy unmet educational needs. Consider these not so bright facts:

- Less than one-fifth of kindergarten age children have a chance to attend public kindergartens.
- Eighteen percent fewer students graduated from high school in 1967 than entered ninth grade in 1963.
- Vocational education is lacking or highly inadequate in many high schools.
- Community college and college students bear more than 80% of the real costs of their own education. In "real costs" I include the economic value of their time. Since they are almost all among the brighter, more industrious high school graduates and probably average nearly two years of college training there is little reason to doubt they forego at least \$3,000 each a year in earnings while attending school. Not just reduced tuition but additional aid is needed by many.
- There is still a serious lack of graduate educational opportunity in the Portland area.
- Assistance for private school students at all levels becomes more urgently needed each year.

It might also be desirable to pay for some capital outlay. I would not do so for school sites and buildings for several reasons. First, the location and design of these are matters of strong local feeling. Second, there is a wide variation in the amount of existing plant and local equity in it. Finally, I would hope that by paying for maintenance from largely state-wide sources but leaving construction to the local property tax there would be fewer costly schools built for the ages only to become functionally obsolete in a generation.

The proposed tax meets the paramount requirement of replacing prop-

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"Clearly not just enough, but more than enough, is raised to abolish property taxes for current educational operating expense"

other taxes. And, as property taxes continue to rise, the tendency will be to expand the cases of "hardship" claim and transfer the "crisis" to narrower classes of property.

It seems to me that what should be sought is a tax program different than any of those commonly advocated that meets the following criteria:

1. It should produce enough revenue so that property taxes would not be needed for current educational expenses. By eliminating property tax levies entirely for this purpose the voters would be assured that it

payer paid tax could be imposed at a uniform rate throughout the state and distributed as part of basic school support to achieve moderate equality. The rate of tax on individuals could be determined by each district for its own residents. It would still be collected with the state income tax but returned to the levying district rather than pooled for common distribution.

Now let us look at some figures and see in more detail how well the criteria established are met. First, what was actually spent from property taxes, in millions of dollars:

Realistic, Unavoidable

The Wilderness Challenge

by Sam McKinney

The classroom of the Portland State College Outdoor Program is the wilderness environment of mountain, river and forest. For the program, the wilderness exists not as something to be possessed, invaded or appropriated but as a medium through which expressive response, self-discovery and learning can occur.

It is the premise of the program that the outdoor environment presents a series of realistic, definable and unavoidable challenges to which the student must respond. Wilderness challenges are presented to some 200 men and women student members of the Outdoor Program through classes, week-end trips and summer expeditions. Core activities center around mountaineering, long-distance kayaking and winter ski touring.

The nature of the student's response to the wilderness challenge is the central idea in the program's use of the environment for learning experiences. Traditionally, the outdoors and most college "outdoor clubs" are considered in terms of their recreational values. The objective of the PSC program, however, is to move beyond recreation, beyond learned techniques to the deeper and more significant possibilities of wilderness experience.

Recreation and technique sustain the student; they do not define him. It is the definition of a student as a person that is possible through participation within the program: a definition each student makes of himself, out of his experiences and responses. The demands of wilderness provide each student with opportunities to witness his own reactions under stress. From these reactions, he can develop concepts about himself, his abilities, his relations to others

and a dimensional awareness of the world in which he exists.

Students within the contemporary society, perhaps more than any other generation, desperately need an equivalent of the wilderness experience; a frontier that is fixed and contains forces that are unyielding, uncompromising, and indisputable to test themselves against, to see who and what they are and to develop some notions about what they might become.

To an older generation, the essential testing experience might have been the equivalent of a Vermont winter, an army boot camp or a war itself, or a job on the farm. How many of these equivalencies actually exist for students in present society? Where can they find a frontier to combine an idea with its action—a three dimensional action because it is emotional, intellectual, and physical. The classroom, the job, each of these, of course, provide some opportunities. The key to success in these encounters, however, is external—something students have to learn, something they must become in order to function. What the wilderness environment offers a student is an action possibility with their "here and now" experience to define present significance in place of abstract future.

Society, the educational system, and parents impose limitations on students. Time, education, and their own maturity will eliminate many of these limitations. Those that they impose on themselves, however, are crippling. In a difficult outdoor situation where failure to act implies physical discomfort or even injury, one goes beyond what he thinks he can do to try something he must do.

In survival sessions, students are asked to "analyze the content of adversity." Are the problems and dangers real or imagined? If you can build a fire but elect to move on, you are still in charge of your condition because you have selected an option. The cold is no less cold; only the attitude is changed. "I can't" is changed to "I'll try."

If it works in the woods, on a mountain, on a river, the same change of attitude might work at home, at school, or on the job.

And lastly, in wilderness experience there is the possibility of joy, the sense of feeling fully alive, the lovely innocent sense of wonderment that seems to be squeezed out of many of today's student by the unrelenting world about them.

In wilderness, the legacy that should be theirs still exists. It is the legacy of a comprehensible order in an environment not necessarily designed for human habitation, but one in which high aspirations find fulfillment. This is not an environment students should have to define; it is one they should experience.

On any weekend, fall, winter, and spring, the program might have un-



derway a kayak tour to a river or coastal bay, a rock-climbing trip to Eastern Oregon, a summit climb of Mt. Hood or a ski tour somewhere in the Cascades. In return for the training that one student receives from another is the implied obligation that he will teach it to somebody else. The program maintains its own leader groups from within itself.

The program objective is to keep before the student the kind of challenge that will maintain his interest and encourage him to become technically better within whatever activity he pursues. Mountaineering expeditions have taken students to the Teton and Wind River ranges of Wyoming, the Canadian Rockies, and the mountains of southeastern Alaska, and to the summits of most major Northwest peaks.

In 17-foot kayaks, students have probed the inland water way of Alaska, the Snake River to its source, and the Columbia to its mouth. The most popular summer kayak expeditions are to the Canadian Gulf Islands where students launch their boats as far north as Nanaimo, B.C. and travel the island chain to Victoria.

Next summer, mountaineering ex-

peditions are being planned to the Selkirk in Canada and the Sierra of California. A small expedition will attempt a combination ski tour and climbing expedition across the Juneau ice field in Alaska. A fifth kayak expedition is being planned farther north in British Columbia and a mid-summer group will make a 10-day kayak circuit through the Bowron Park area of Alberta, Canada.

The program operates as a student board within the PSC Department of Educational Activities, under the chairmanship of Miss Cathy Vaughan, a junior. As a student program, it receives nominal funding for basic equipment and some operating costs. Students pay their own personal share of food and transportation costs on all trips and expeditions. All classes are non-fee, non-credit and students attend on a volunteer basis.

The program functions without any prescribed set of regulations. Their argument is that all essential rules are contained within the demands of the outdoor environment. A sense of "good form," and doing what one knows he "should try to do" in the face of an outdoor or personal problem serves as the ruling guide of the program.

Tax Overhaul Asked

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erty taxes and adding funds for expanding education. It should be dedicated to education — the Educational Opportunity Tax.

What of the other criteria?

Income, particularly from wages, salaries and self employment is largely the product of education. It will be increasingly so in an ever more technical, specialized world. A tax on income therefore is a fair price to pay for education received. It is also fair for the employer who gains the educated employee to pay part of that price. Not all income can be credited to education. Certainly it is fairer, however, to tax income from all investment than only one form of investment as we do with the property tax.

Because of the employer share of the proposed tax—about 40% with no personal exemptions and about 45% if individual exemptions were allowed—the great shift from business

to individual in abandoning property taxes is avoided.

Finally, administration would involve only an extra line or two on the current personal income tax return if the tax were uniform statewide. The bulk of the individual tax would be withheld and remitted with current withholdings, as would the employer share. If rates were set by district there would be some initial problems due to lack of data on income by school district, but these would quickly disappear. A uniform withholding rate could still be used.

Obsolete financing is of course not the whole problem with education finance and I don't wish to leave the impression I think it is. There are major needs for better communication within educational circles and between them and the larger community.

The Ivory Tower is at least as obsolete as the property tax. But that is another story.



My Students

by Thomas Burnam

Well, they're not really "mine," of course; of all my students, the ones in my creative writing classes (Advanced Fiction, Advanced Poetry) would, in fact, be least likely to consider themselves anybody's but their own. But it's hard not to feel a proprietary interest in them as you watch that most amazing classroom miracle, the welding into a cohesive, interacting group of the often shy, sometimes arrogant (because they are shy), always individualistic, occasionally lazy but generally hard-working, and forever fascinating individuals who want to try themselves and their talents in a very tough arena indeed.

Most of them have taken other writing courses ("Prerequisite: Wr 212 or consent of instructor," the catalog says). Some are clearly shopping around, perhaps looking for whatever magic formula will turn them into writers (I don't have one), perhaps merely seeking a kind of camaraderie, a sense of belonging, that creative writing classes (they are necessarily both small and informal) can offer, the big lecture sections cannot. Some — a small minority — have ambitions of commercial success; they want to do short stories for *Playboy*, which pays more than anybody, or *My Most Interesting Character for Readers Digest*, or *Pursuing the Wild Teal for Argosy*.

I don't discourage these latter few. (You soon learn not to discourage anyone, no matter what you teach, if you are worth your salt. I might add that you can discourage students just as effectively by being too soft as you can by being too hard.) I do point out to them that Famous Writers School is better adapted to their goals than a college class, which does however offer them a chance — the only one they'll ever get as writers — to experiment freely, do what they want, find out if they really think they ought to spend their lives turning out personality pieces for *Redbook*. I also point out that since the free-lance writer, a vanishing breed in any case, enjoys probably everyone's dream of the ideal way to work for a living, assuming you have to work for one (stay where you want, set your own hours, knock off when you feel like it, make oodles of money and drive a Jaguar), it's hardly to be expected that you'll achieve success with much less training and experience than, say, a surgeon must undergo; the competition's too fierce; ask any writer who doesn't happen to be a Founder, or a Distinguished Faculty, or whatever they call themselves at Famous Writers.

Many of them do have talent. I have learned long since, in some twenty years of teaching creative writing (Good Lord! Twenty Years? But it's true), that it isn't talent that separates the successes from the failures in writing. It's dedication, or drive, or commitment, or whatever you want to call it. Many of my past students could have gone on to success as writers; some few of them have. Those who did wanted to very much. They were not always the "best," though sometimes they were. Talent (I'm not talking about genius) is a fairly widespread commodity, actually. I'm not sure, in spite of the parenthesis preceding, that it cannot sometimes turn itself into genius, or whatever the critics call genius, under the right circumstances. Was Dreiser, for example, a genius? That bumbling, awkward, cliché-ridden, womanizing, petulant, ladies-magazine-editor type? If he was — and I'm inclined to think so — then surely it was because there burned in Dreiser so fierce a determination that it literally consumed his enormous deficiencies, rendered them meaningless against the powerful urge of his writer's daemon.

But none of us who teach creative writing either get, or expect, very many latent Dreisers. What we do get is impossible to categorize. There are, I suppose, a few more or less definable types, though I dislike using the word "types" about people so very much individuals. There is the girl (usually it's a girl) who won the State Contest in high school, to whom Creative Writing is something all shining and misty-like, full of sad little stories that end, *Sobbing, she threw herself across the bed*. (I once forbade a class of mine to write any *sobbing-she-threw-herself-across-the-bed* stories. And so, obviously: one of the best students in the class wrote one of the best stories in the class. And guess what its last sentence was?)

Or there is the neat-minded lady, not necessarily middle-aged, who has a Call to do Poetry. Poetry, to her, means something entitled *My Son Was Five Today*. Or maybe *My Son Was Fifteen Today*, in which case he discovers sex instead of kindergarten. And the devotee, of any age or sex, of what I call the dot-dot-dot school of poetry. You know: it goes like this:

*Trees . . .
Waving wildly in the wind . . .
Alone . . .
Yet . . . Somehow . . .
Together . . .*

And the student who has become firmly convinced that a short story isn't a short story unless the writer hits the reader across the chops with a wet flounder in the last sentence. (He thinks O. Henry is a great writer because he always had a surprise ending for you.) And those who think that neither story nor poem should say anything, just evoke a mood or something. They've been corrupted by Poe, I suppose, who tended to define his short stories as if they were lyric poems.

And — but already I'm a little ashamed of myself. Because these types aren't types, really; they, like all the others, are persons, individuals; and many a *My-Son-Was-Five-Today* poet has ended up (not because of me, but because of the help writers get from other writers in the class, because of the help, in fact, they get from themselves) by turning in quite respectable work indeed, having discovered that it isn't what every mother feels that makes a poem; it's what *this* mother feels, this particular one.

When, on the goof course (Freudian slip; I'll leave it in as I remember my last 18-hole score) or at lunch, it is elicited from me that I sometimes teach Creative Writing at Portland State, somebody always says: Boy, you sure must get a lot of those Longhairs and Protesters, right? Yes, I do. And I wouldn't try to change it. True, sometimes the protest is directed at me (after all, I'm long past 30 — boy, am I long past 30!); and sometimes it hurts a bit; but handling the student who isn't aware of the nature or direction of his hostilities is not a problem confined to writing classes, believe me. They sometimes like to use the four-letter words, which can upset the *My-Son-Was-Five-Today* lady, admittedly. I don't tell them not to; if you don't let your students express themselves in a class designed to allow them to express themselves, I can't imagine what in the world you think you could hope to accomplish.

As for protest, what art-form isn't protest? There are plenty of stories and poems (and paintings and songs and sculptured Cupids in gardens) to remind us that Life can be Beautiful even when it so often isn't. My writers — I hope, anyway — want to wake us up, not lull us back to sleep. If they shout a little loudly sometimes, a little angrily, sometimes awkwardly and in confusion, more power to them; at least, as they say, they're in there trying. If they want to paint

themselves purple and wear hair to the knees, O.K.

When, about three quarters of the way through the term, you suddenly realize that, by God, you've got a class going for you, a group in which the middle-aged poetess and the high-school contest winner and the long-haired lad who keeps turning in stories about pot, or whatever they're calling it this week—and even the dot-dot-dot devotee—are all involved, all

respecting each other, knowing that Middleage isn't going to write about what they write about but accepting this as Middleage accepts them and their struggles—when you suddenly realize, in other words, that the customary miracle has happened, you wonder why you ever dreaded that first awkward day before you knew them, and they knew you. And, most importantly, each other. Perhaps, now, they even know themselves just a little better.

Urban Campus Architecture . . .

Cont. from Page 3

Question: We saw one attempt to add a beauty mark to the PSC face with the Tom Hardy screens on South Park Hall. Would you favor more of this sort of thing? Does the Board have a sub-committee, which would correspond to an arts commission, to study this sort of thing?

Mr. Joss: I personally don't know what the reaction of the taxpayers would be, but I have heard no complaint of the Tom Hardy fountain at Lincoln High, which I think is very beautiful. The Board does not have a sub-committee or committee which deals just with aesthetics, and I don't know that I would favor it. I think, again, it shouldn't be the centralized Board telling the colleges and universities what to do in that regard, but that it should be the other way around, from the colleges and universities to the Board.

Question: Should the colleges and universities and the Board itself be doing more in this area?

Mr. Joss: I cannot speak to what extent the Board should concern itself and lead more in the area of aesthetics. Personally, I'm very strongly in favor of good art, of great art, and feel that it is practical and functional. But I cannot say that the general public necessarily agrees with me when it comes to be paid for with public monies and with the financial situation in which the state is now. I would feel, as Mr. Lemman does, that there are priorities so important for Portland State, as well as for the other institutions, from a building standpoint, that we shouldn't risk those priorities by trying to force aesthetics down the Legislature's throat.

Question: Is the cooperation of the City of Portland all that we could ask for at this point in planning the new campus in the urban renewal area?

Mr. Lemman: I think generally speaking we've had excellent cooperation with the city. My personal observation is that we're faced with some building code problems with which the whole construction industry is faced. We've had good cooperation from all city departments, including the Planning Commission. Certainly we've had outstanding cooperation from the Development Commission, the urban renewal agency.

Question: What about the Governor's budget? Do you think its overall construction recommendations are realistic?

Mr. Joss: I do. For example, it okayed all auxiliary enterprise projects.

Question: Would you say that the present Board priorities for long-range construction are realistic?

Mr. Joss: I think PSC only has its parking structure No. 3, a self-sustaining project, in the entire plan. The Governor's budget is probably realistic in total and of course he's followed the Board's priority, so you can't criticize him for selecting the projects that he did. I don't believe the Governor's budget has adequate provision for maintenance and services, such as we've suffered from in the past biennium.

Mr. Lemman: There is some small increase, but a fraction of what the Board requested.

Mr. Joss: Well, that isn't building as such, but the maintenance of the building is very important. And the State System has been suffering badly in that regard.

By-liners



John Mosser has been making front page news in Oregon for more than a decade, and he does so again with his lead article in *Perspective* on a possible solution to some of the financial woes of his adopted state. He is highly qualified to write such a piece, having served in the 1957, 1963 and 1965 regular and special sessions of the State Legislature, as Chairman of the 1965-66 Legislative Fiscal Committee, and, in 1967, as Director of the State Department of Finance and Administration. He holds the A.B. cum laude from Princeton University's School of Public and International Affairs, the L.L.B. from Yale, and is a practicing attorney in Portland.

Tom Burnam is a Professor of English at Portland State College and a man who seems to derive huge pleasure from teaching and writing. He has the Ph.D. from Washington, a background of teaching in the United States and Europe, and a frighteningly-long list of publications. As to civic

activities, he votes, and his hobbies are confined to "incredible golf, passable photography, execrable fishing, and mild motoring".

One has a suspicion that if Sam McKinney had been alive a century and a half earlier, he would have greeted the Lewis and Clark party with a steaming pot of coffee and a well-equipped camp when it reached Astoria. He is one of those men who are equally at home on the sheer face of a mountain, kayaking on wild waters, or helping students at a metropolitan college. McKinney is Special Instructor of the Outdoor Program in the PSC Office of Educational Activities, and a gifted writer, photographer, and designer.

College senior Clyde C. Keller, whose photo of PSC's roof-top track and Library West appears on page 3, gained recognition among the nation's press photographers last spring when he was designated official Oregon photographer for the late Senator Robert F. Kennedy during the Oregon primary. The then 20-year old junior was selected for the assignment when the Senator's Washington staff saw some of his photos taken during the Senator's initial visit to Portland State's campus.