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## "Extension Center: Open house and building dedication program (2)"

Portland State University

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"Extension Center: Open house and building dedication program (2)"  
Portland State University, October 26, 1952

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[choir singing]  
[applause]

[choir soloist singing]  
[applause]

[choir singing]  
[applause]

(0:06:42) ANNOUNCER: No man has had closer contact with the development of the State System of Higher Education in the past 20 years than our chancellor. As director of information, assistant to the chancellor, secretary of the State Board of Higher Education and chancellor of the system, he has known intimately the plans, the philosophy, the problems, the struggles, the triumphs of unified education in Oregon under one board. And because of his experience in other states with extension programs, he's been a staunch friend of the theory which has been followed in this state, of carrying the services of the state system to the edges of the state, to any citizen of the state no matter where he may live, if he can't come to the campus to get those services. When the problems developing immediately after the war meant that we had to take education to where housing was and where the people were, he was a strong counselor and a staunch guide and friend all through this time of development. So, we're very happy that at this time we can ask the chancellor of the State System of Higher Education to make the dedicatory address: Dr. Charles D. Byrne.

[applause]

DR. CHARLES D. BYRNE: Dean Cramer, Members of the Board, Mayor Lee, distinguished guests, my colleagues on the faculty, and of course the student body and friends of this community. This is really a most significant occasion in the history of higher education in Oregon. It marks the dedication of this building which served so long and so well as a secondary school, for a new and a higher role: that of a collegiate center for young men and women. And, as Dean Cramer has indicated, a home for adult education.

It is appropriate that on such an occasion, it takes the aspects of a family gathering with all the constituent members of a family present. For higher educational institutions, such as this institution, the family consists of the governing board, which is represented here by its presidents, Edgar W. Smith, Mrs. MacNaughton, Mr. Oliver, and Mr. Finseth, the administration, represented by Dean Cramer, Dr. Caughlin and Director Epler, the faculty, which as you know now consists of some 50 staff members, a splendid student body of more than 1350, and last, but not least, the general public made up of parents, alumni, and citizens of the community. The cooperation and the devotion of these five constituent members of the family of a higher educational institution are the ingredients that will make for a great institution.

The Portland State Extension Center is now a permanent unit in a larger family, the State System of Higher Education, which consists of eight instructional units: The University of Oregon, Oregon State College, the three Colleges of Education, the Dental School and the Medical School in Portland, and finally this husky new member, The Portland State Collegiate program. On behalf, then, of this family, this state system family of higher education, I extend to members of this local family, my hardest congratulations on this occasion.

It is appropriate, I believe, for me to disclose to you three deep and abiding convictions which I have had for many years. I trust that every one of you subscribes to these same convictions. First of all, I have a strong faith in Oregon as a great state with unlimited possibilities for future development. I recall a statement made by a noted Columbia geographer, more than a quarter of a century ago, after he had made a study of the resources of this great Northwest. He predicted, 25 years ago, that Oregon would sooner or later become one of the populous centers of the country. And he gave as his reason, that in this climate and environment, man could reach his greatest potential. I recall in one of my first talks after coming to Oregon from the Middle West, 23 years ago, of quoting this statement and expressing the thought that when the people of the East realize the tremendous possibilities of this country, we would see an amazing development. I must admit that I did not know then that it would come so quickly. But you all know what has happened in these 23 years: a population increase of approximately 50%. And in my opinion, it is only the beginning.

My second conviction is that education at all levels, and particularly higher education, is one of the most prolific, wealth-producing instruments in any community, state, or nation. Show me a community or state with a good educational system, and there you will also find a high standard of living, a civic-minded population, and a prosperous and virile commercial and industrial development. All too frequently, dollars devoted to education are considered as expenditures rather than as investments that will return large dividends in the future. The people of the nation and of Oregon have for years testified to their faith in education. Back around 1900, only about 5%, or 1 in 20 of the age group 18-22, the college age, attended college. Today, approximately 20% or 1 out of every 5 in that age group enrolls in college. What does this growing allegiance to higher education mean in Oregon in the years ahead? To help us plan for the future, we asked a sociologist and a statistician at the University of Oregon to chart our enrollment for the next decade. They came up with this answer after surveying the youth now in elementary schools and in the high schools. Ten years hence, by 1963, the state system enrollment, those enrolled in those 8 units I mentioned, the state system enrollment, now about 12,700, will undoubtedly reach 23,000, or almost double.

Time will not permit me to outline the problems that this growth presents in recruiting and holding faculty members, good faculty members, in the face of terrific competition from industry and other higher educational institutions. Or the task of providing classrooms and laboratories and libraries and equipment. But we are confident that the demonstrated faith of the people of Oregon in education will provide the answer.

And now a third conviction: no higher educational institution or system of higher education, and particularly a public-supported institution, can be distinguished or successful if it withdraws to its ivory tower to pontificate and to philosophize. Certainly, any higher educational institution must be a leader in thought and in blazing new trails. But it also must reflect and share in the dreams and the ambitions and the activities of the social and the economic life of the people. A higher educational institution, in other words, must be a service institution. Fifty years ago, a far-seeing university president, Dr. Charles Van Hise of the University of Wisconsin, coined the slogan, "The state is our campus." And he proceeded to make that slogan a reality. And the University of Wisconsin became a great university. I believe I can report to you that here in Oregon, we have come to that stage of development where the state is truly our campus. And that our institutions in the state system have reached a point in their maturity where they are really distinguished institutions.

The acquisition of this building and its transformation into a collegiate structure, housing both a collegiate program and serving as the center for a far-flung adult education program, really rounds out the State System of Higher Education, and makes it fulfill its destiny as one of the

most productive of the state's service institutions. Truly now, for the State System of Higher Education, the state is our campus.

This unit of the state system had humble beginnings. Its formative years were spent in temporary buildings, with a faculty hastily assembled, and with equipment provided mostly from war surplus sources. But it did have a great purpose from the very beginning: that of serving the returning war veterans. And it had a great spirit, as evidenced by its refusal to be wrecked by a disastrous flood. As you inspect this building this afternoon, you will note many evidences of improvements that have been completed. Others will follow as funds are made available. Thoughtful plans are being formulated for the future of the institution so as best to serve not only the Portland community, but the state at large. No longer need we think of this as an emergency institution operating month to month and year to year as a poor relation. It now takes its place as a permanent member of a family of collegiate centers. Its plans for the future must no longer be sporadic and short-sighted. They must be long-range and bold. But at the same time based on facts, on needs, and on sound principles of education. Quality must replace expediency as a guide in the educational philosophy of the institution.

Portland is a city of culture and beauty. And it is deserving of nothing less than a first-rate public-supported institution. And I would add parenthetically that Portland has had for many years a number of first-rate privately supported institutions, with which we will continue to share the responsibility and the privilege of educating the youth of this area. With this building as a permanent home, and with a fine faculty that has been brought together over a period of years, with a group of devoted administrators and a growing student body, and with the loyal supporters in the community of Portland, this institution is destined for distinguished service to the state and to the community. I need not tell you that the State Board of Higher Education and my office are entirely cognizant of your purposes and your objectives. And that we will support you, Portland State Collegiate program, as you grow in size and in service to your community. My best wishes go out to all of the members of the Portland State family, the administrators and the faculty and the students, and the parents and alumni, as you begin this new year in a new home. It has been a great thrill for me, as Dean Cramer—Jack to me—has indicated, to share in just a small measure in the development of this new unit in the state system. Because I believe you and yours will write a brilliant chapter in the annals of education in the State of Oregon. Thank you.

[applause]

ANNOUNCER: You've heard Dr. Charles D. Byrne, chancellor of the Oregon State System of Higher Education. Now here is James Pinardi, president of the Portland State student body.

JAMES PINARDI: Chairman of the Board, guests, students, faculty, this is indeed a very suitable finale to our Homecoming week: the dedication of our new home. In a comparatively brief history, our school has outgrown two locations and is now starting on its third. This is the best school thus far and as time goes on I'm sure that Portland State will grow into even bigger and better campuses. On behalf of the student body, I'd like to express our thanks to those students and other outstanding individuals who have made this location and this school possible. John Hakanson, a former student, who had much to do with the Wilhelm-Logan bill that provided for Portland State College as a permanent two-year institution, was very instrumental in his work. Also supporting him were many letters written by the students of Portland State College and other outside local groups that exerted pressure, somewhat, on the legislature in order to get this college established as a permanent two-year school.

Speaking of administration, there are two individuals who have stood out for the amount of work and help they have contributed to the cause. We as students will always be grateful for two men, because we have known them for the work they have done. Those two men are familiar to a lot of you as Dr. Stephen Epler and Dr. Phil Putnam. They gave their time and their hearts to the rise of this institution in its early years. And they've done much for the directing of it in its later times. The Mothers Club, the alumni, and the four-year committee, which came later, have also done much to establishing this college. And I want to express my thanks and sincerest appreciation to those people who have made it possible for a student who might not have been able to attend a college class elsewhere, to look at this building, take it for what it is, and say, "This is Portland State College, my school." Thank you.

[applause]

Since this is a combination of dedication and of Homecoming, the climax of the Homecoming celebrations, it's my pleasure and privilege now to introduce to you the Homecoming Queen and her court. [applause] Queen Harriet Vahey, and Princesses Flora Charr, Kaye Funnell, Jeanne Lang, Jerri Phillips, Roberta Price, and Joanne Roach.

[applause]

ANNOUNCER: For the alumni response, here is Homer L. Allen.

HOMER L. ALLEN: Dean Cramer, distinguished guests, and friends. We are gathered here today to dedicate the new home of Portland State College, formerly Vanport. And in our enthusiasm in entering on this new phase of educational progress, we don't want to forget those who have

made this possible. And, in not forgetting them, we should always give thanks. Therefore, we should give thanks at this time, especially for the administrative ability that has been demonstrated by Dr. Epler and Dr. Putnam, who together produced the spark that has made this college possible. Anyone who has attended Vanport in the past, and those who attend Portland State in the future, will owe a great deal in gratitude to Dr. Epler and Dr. Putnam. Secondly, we should thank those people such as Edgar Smith, Rudy Wilhelm, John Logan, and John Hakanson, who together secured the legislation that made possible our two-year program together with obtaining this building in order to carry out the program. However, merely because we have attained a two-year permanent program doesn't mean we should let down in our striving and in putting forth our effort to progress further. Rather this is the time that we should redouble our effort. And as we dedicate this new building we should also rededicate ourselves to the task of obtaining for the people of the state of Oregon a four-year degree-granting public institution. Therefore, I sincerely urge each and every one of you, and especially Edgar Smith and those legislators that are present, to use every ounce of effort that is possible, and to keep on using the effort that you have in the past, in order that we might one day have a four-year degree-granting institution here in the Portland area. Thank you.

[applause]

ANNOUNCER: Speaking for the faculty, Frank L. Roberts, Assistant Professor of Speech.

[applause]

FRANK L. ROBERTS: Dean Cramer, Chancellor Byrne, and all friends of Portland State College, I think it is probably clear that no one of us here today participating in this dedication has escaped the greater meaning of it. This is not a celebration of a beginning nor an end. But I think it is a dramatization of the fact that another milestone has been passed on the road to an institution in Portland which can provide full educational opportunities for all young people. Now I imagine that many of you have had your memories stirred today, as mine have been, by recollections of other milestones on this road. Those first few months, six years ago, when a college was being born with 1200 eager students, a young faculty, and a pitiful handful of makeshift classrooms. Some of you remember the adventure of those days. And students and faculty remember a school being built around them day by day. Because Dr. Epler and Dr. Putnam were dedicated to the idea that every student was important. And the student today needed to be provided for today. And then there was another open house like this one, but the first one. When the college could proudly display miracles that had been wrought in abandoned nursery centers and grocery stores and cafeterias.

And then the day came when all that had been built in two years was swept away or covered with the river's silt. Everything gone but the spirit. And a year later, more miracles were on display at another open house. Testimony to the genius of leadership of two men and to the persuasive rightness of their idea. Well, that idea was catching on, and so we were able to celebrate a legislative vote which made that program permanent and provided this building for its use. And so, I think this dedication must stand as a tribute to six years of inspiration, faith and hard work. We're dedicating a building, but I think even more we should be rededicating ourselves to the idea. Because even as we dedicate this building, students have filled it to capacity. And today, as six years ago, we're determined that the aspirations and the potentialities of youth shall be served. That this dedication shall be a milestone. And that this dedication takes its meaning from the fact that it must lead to another dedication, and another, and another.