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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.

Property Tax Obsolete

Ex-Finance Director Asks Tax Overhaul

by John Moser

"The crisis in higher education finance" is only part of "the crisis in education finance" Ex-Finance Director seeks to tell, and it's high time it were, these 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 "silver barons" because they could not raise money to build needed classrooms.

Back in 1957 there was an obsolete ceiling on bonded indebtedness tied to property values of a past year. The "crisis" 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; 59,500 full-time equivalent students in the State System of Higher Education. The truth be told, at all levels, over 50,000 teachers and 17,000 other employees—to say nothing of nearly 100,000 more part-time students.

- Portland State 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 test.

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

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

- Between 1965-66 and 1968-69, the people voted to increase local property taxes for education by nearly one-third, from $227,2 million to $295,2 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 employees—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.

College Introduces New Quarterly

A regular newspaper or magazine for the college 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 Moser, 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.

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 $11 millions will have been acquired and sold to the College cleared land worth $11 millions. 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 (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 PSC a university will somehow diminish the institution to qualify for some non-State financial assistance which it cannot obtain as a college; and 3. The university title, in his opinion, would more clearly define the institution to potential labor force than any industry in the state—even forest products.

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.

Comments are invited.
Bursting at Seams

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

Portland State's Physical Education Building is unimposing tucked up in the southern corner of the campus—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 $35 million structure is already bursting at its seams. Physical Education administrators, while still involved in taking the two-block building through its initial "shake-down" years, are already talking plans for new additions to bloat 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 Lee Ragsdale, 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," Ragsdale added.

Class-wise, the 10 different stations for instruction and activity are in use almost every hour from 7:30 a.m. to 8:30 p.m. during the months when its 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 ministering 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 gymnasiums as classes move out; wrestlers take to the mass in the large activity room before fences get their foils put away, and the swimmers hit the water as soon as the last student splasher is out of the pool.

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

Athletic teams already have found space limitations and are looking for Coach Marion Perici's basketball team. 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. The University of Oregon has a similar program but only offers two nights a week. Portland State's is open Tuesday and Thursday nights.

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 are health ones. "A good system of intramurals is essential to the morale of a college," Ragsdale 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 cafeteria, 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 on campus as individuals and not members of any group, we attempt to make as much time available as possible for individual recreation," Ragsdale said.

The fact that nearly half the student body is making use of the building is a variety of facilities in any given term is testimony to its importance. While some 5,200 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" features 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," Ragsdale 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.

Ragsdale and his staff already are looking into bids 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," Ragsdale said. But so far, 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," Ragsdale 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, and 31; February 1, 7 and 8; The Gladiators, 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.

Films, 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 8; Father Panchali (Ray), February 21 and 25; 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 5:00 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.

PSC Varsity Basketball. February 4, University of Puget Sound; February 7, Seattle Pacific College. February 15, University of Montana; February 28, Central Washington 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 8:30 p.m.
Urban Campus Architecture: Beauty or Blobs?

Question: Recently President Wolfe has been quoted as saying in 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 a challenge was made 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 very attractive. The problem of having to site buildings on square lots led us to building cases which the President objects to and, of course, this kind of constraint is no longer with us because of the change in zoning.

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 see and what kind of buildings should we be building?

Mr. Joss: I would like to see what you have now. Although, personally, I feel the parking structure a "blob", and I think your elevated bridges are very attractive. Well, specifically, there were some of us who strongly felt, as did President Wolfe, that the physical structure should contain surface area and shops primarily for students, but for others too. The Board deferred action, however, feeling that the situation should be looked at, 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.

Mr. Lemman: Dan Davis, so far, is the Board chairman of the Bond Committee and I think that the physical structure should contain surface area and shops primarily for students, but for others too. The Board deferred action, however, feeling that the situation should be looked at, 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.

Mr. Joss: As a resident of Portland you give me concern. The architecture is a very important aspect of campus but, I think it can be done satisfactorily. Undoubtedly there will be gripes about anything that touches the Park Blocks, but in the long run I feel the citizens will be in accord.

Mr. Joss: I don't see their "blobs", I feel they're very attractive.

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

Mr. Joss: In Portland State, of course, it is unique in that it has no dormitories. Architecturally, I'm sure some of the older buildings would be with Dr. Wolfe's desire to have the campus in the city, and not an isolated island by itself; to have the campus be a part of the city. And there should be transitional areas from campus to architectural planning.

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 itself, would you care to assign blame? What do you see as the underlying problem here?

Mr. Davis: Dan, so far, is the Board chairman of the Bond Committee and I think that the physical structure should contain surface area and shops primarily for students, but for others too. The Board deferred action, however, feeling that the situation should be looked at, 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.

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 we would meet solely PSC's needs is another question.

Question: If what Mr. Davis has stated here is not continuous do as a member of the present Board foresee at any time in the future a change in Board policy and a process of the development of State living establishments on this campus, either of the dormitory type or cooperative?

Mr. Joss: Yes, I personally feel that's one of the reasons I don't think you don't buy the stuff about the impersonality of institutions.

Question: Why are we daily seeing new expansions, new student residence buildings being allowed by the huge impersonal academic establishment. What plans do we have to guarantee, as PSC reaches its ultimate campus potential of 27,000 persons, that this is going to happen here?

Mr. Lemman: I don't buy the premise to begin with. I can just wipe out by saying that I don't buy the stuff about the impersonality of institutions.

Question: Do you foresee that all around the country we are seeing expressions of discontent? Have you heard students express this discontent at Berkeley and some other places?

Mr. Lemman: Certainly.

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

Mr. Joss: 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 offices 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 services offered by PSC.

Mr. Lemman: I don't think that the physical architectural aspects of the campus don't contribute to only persons who you really understand about. Your questions suggest a monochromatic approach, or one where the quality of life is not serious. I don't think that campuses are designed with that in mind and I have been a more successful in dealing with the uninsured situation or the impersonality situation than others of the buildings or the fact that you use an ID number rather than a name to.

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

Mr. Lemman: No. I don't think so. Again, we've been up in the Catch-up phase of catch-up than we have of planning ahead, pretty much until right now. We've been waiting for the last two years now, or 13 or 14 years of our renovation program and it needs to be done. But that's barely reflected. 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 for PSC of its multiple character environment. I feel that a student who is just spending his time in the academic context of PSC, as it is lived in a nonacademic community, finds a very enriching and rich advantage as compared with some of the other institutions of higher learning. Let me speculate in the State where for physical reasons they are more or less isolated.

Mr. Lemman: There has been here any kind of a uniform campus designed like the University of Washington or Oregon is all the same shape and texture. I think this is unrelated to an urban institution. When you walk down these streets, they have to be different. Hopefully in a semi-controlled environment, we can implement each other and yet be quite different. They will be of the city rather than being to be a little more vague clue that is all designed in one school of architecture.
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 last three weeks I and my predecessors have so carefully minced here. Besides other attractions of Portland State for me were the evidences I saw and felt among the faculty, students 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 McGoverly makes of the current issue of the Atlantic that in academic matters college presidents are agents and not the masters of the faculty. As such the president’s job is indispensable to realizing dreams, breaking deadlocks, maintaining freedom and order. But the place to begin is asking about the president; in 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 whither our college goes I go also. If we get to heaven without going to hell or detouring there too often, I believe we all will 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 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 environment 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. To 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-a-vis our sister institutions 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 including 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 excising the waste.

Research grants and contracts play major roles in this process of digestion, respiration 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.
One of the first things I want to do is get out and move around in the community. I am finding out just exactly what Portland has given, what its history is, what its community leaders, political and economic, have in mind to do and at what price. The only 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 school I worked for in the State Department is none other than the author of One Dimensional Man, Prof. Herbert Marcuse. He has so upset the American Legion they’re trying to get him out of San Diego State. I think the rooiness of the automatic establishment may comfort some of those of you who 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 independent and other types to prompt our superiors in the government to remark Wellington once did of his troops: “I don’t think 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 kinds of action. If what we might be becoming so anesthetized we become Frutrock’s of the Park Blocks, doing nothing to disturb the peaceful universe—or even to enter another. That you are already challenging this one is certain. I believe it is a large part of my attraction to the student here.

I am nevertheless mindful, if not entirely in accord with what some of your views might be. Never a would-be has capitalized on a thought you might be thinking, and which I may be questioning this year. You and I are here on earth to help each other, but what the others are here for, God only knows. You and I are the people, and you have an administrator very long to know what being among the “others” is like.

For faculty, students, and administration, this is not here, and in the whole world, a cry for new, for new, best talents 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 simplifying assumption increasingly made, that we always know who the enemy is: the faculty, student government, or activity structure. If you have not found out by now, 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. One doesn’t even have to have been watching China, Vietnam, or VISTAs in living color to perceive that communities everywhere stand on the brink of their own midis of disaster, either because they are violence-ridden, racially tense, poverty-stricken, or the pawns of ever stronger powers; but it well long after he said:

Things fall apart. The center cannot hold.

Mere anarchy is loose upon the world.

And why? I think one clear exact reason is that the promises of the old cliches have gone unfulfilled too long. You are no longer fooled that access to civil rights in this United States is progressing fast enough, that narrow opportunity structures of the developing lands are not enough. You do perceive that child-parent relationships are being strangled by extraordinary pressures; that the nature of the family, students may want out of that institution which it has had and must retain.

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 of the desk, to understand and to get pertinent answers because we ask pertinent 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 hampsters, take up the full beard of walking anarchy, look like Will Whitman, a homemade homeless militant pocket, and descend into chaos?

Shall we make high society low society and be social change by marching down toward to disaster? This is the question that my students and I are thinking; a meaningful trip into the 70’s, and I do not propose we take it.

None of these problems of our academic economies or mechanics is going to be solved merely by our de-claring peace or war in the universe on each other. There is grit and grace in them—and they will take serious thought hours, days, years, and countless negotiating skill of our governmental and others. Our old friend Deinum has said, “Monologue it alone; 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 of the Task Force on PSC goals. It will be composed of faculty, student, and community leaders. Its assignment will be to define those student government, and student government, its assignments will be to define those components we should have in our community, what qualities do we all strive, and what changes need to be added. . . . The Faculty Senate (has) voted overwhelmingly to make the statements on Freedom and Freedoms of Students one of the set of goals this Institution will give into practical effect. The content of the Rights and Freedoms Statements bring us rapidly to the other area of my priority concern—name ly, modernized government that recognizes 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, is government, or neglects to invite all of its members into intimate critical dialogue. No community prospros that is isolated or isolated from the issues and the causes that engage mankind. The recently completed 22 page report of the task force at Columbia University found the University’s structures of unhealthy relationships with neighbors, of improvisation, and evasion by faculty and administration which functioned as rivals and thereby re duced the quality of student problems to the very bottom. By contrast, PSC is far ahead. I ask that you, keeping us not just but ahead, exemplary, I cannot believe that this generation will sink down in the muck or the mire, and old maids of Henry Ditch in Spoon River, “not to bad again, but for the life of me, I think the back of me yet—the back of me yet—of her 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—our’s and the world’s that will be watching.
"The straight jacket which hobbles educational growth is our reliance on the property tax as its 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 now coming to be financially dependent on the fidelity to the independence of elementary and secondary education on the property tax.

In past years it was a common occurrence for the Ways and Means Committee in the legislature to authorize the last millions after going through the state operating budget should go to basic education and salary increases or to higher education capital construction. Fortunately the last two sessions have taken care of salary increases early in the session. But property tax relief and distributions to community colleges have been denied at the last minute, despite the Governor's recommendation for a state operating budget for the Disadvantaged Child Program after Portland voters had turned down property tax surcharges intended to fund this program. There had no alternative but to advise the legislators to cut a project from the Higher Education Fund.

After this year's initiative to limit property taxes to 15% 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 of 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 possibility. The alternative proposed is either a general sales tax or increases in the present personal income tax. In any case, the case against turning to these taxes we are up against is much greater.

The prime case against each is that it would result in a massive shift in direct tax impact from business to individuals. Oregon residents paid $64,000,000 in personal property taxes in 1968, and total property taxes paid by households are approximately 90% of total personal property taxes paid by households. Oregon's personal property tax 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 partly, on Oregon residents.

A second and equally serious fear is that these taxes in the amounts proposed would only provide brief relief and then to be added to higher property taxes. After all, the amount that would be raised by a 5% 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 home owner exemptions. This is a dangerous will-o-the-wisp. In a suburban community of high property tax, it does nothing but generally it merely shifts a heavier burden to non-exempt property.

Somewhat better are devices which involve some form of property tax in hardship cases by the use of state revenues—either directly as in the present Oregon senior citizen program or by income tax credits and refunds as Wisconsin does. These could provide real easing of stress at less cost than general rate increases particularly if combined with steps to eliminate the large tax jumps that accompany the property reassessment cycle and to provide for more flexible installment payment of property tax.

Even that is merely the best of poor alternatives. It still leaves educational expenditures tied to base and absorbs rather than expands revenue for education from other taxes. And, as property taxes continue to rise, the tendency will be to reduce further the tax base of the general fund and to claim and transfer the "crisis" to narrower classes of property.

It seems to me that we should look at two major trends in the tax situation:

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

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

It is possible to have all these things. The general structure required is a levy on personal income paid by the individual plus a levy on wages and salaries paid by employers. 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 all personal side.

The rates could be quite low—2% if no exemptions were allowed, 23% 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 expenditures. 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 emphasis is on per personal income paid by the individual plus a levy on wages and salaries paid by employers. Obviously it would need a base like with expanded property tax.

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

**Calendar Year 1966**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Personal Income</td>
<td>$3,569,676</td>
</tr>
<tr>
<td>Wages and Salaries</td>
<td>$1,029,676</td>
</tr>
<tr>
<td>Total</td>
<td>$4,599,352</td>
</tr>
</tbody>
</table>

**The figures are not the same as local property tax revenues**. They do not include capital outlay and debt service, a matter in which I will return. Second, taxes are always larger than expenditures, both on the local and state level, and provide for prompt payment and because they are not all collected in the same year levied, in which a period of rising revenues is not offset by prior years' taxes collected.

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

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

**Continued from Page 1**

Continued on Page 2

**Ex-Finance Director Asks Tax Overhaul**

**First Fiscal Year 1968-69**

**Revenue**

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The rate of increase for current and bonded debt service will fall, at least, $5,000,000 more than enough. It might also be desirable to pay for some capital outlay. I would not thus do so for school building construction for several reasons. First, the local levy will be used to meet the extraordinary needs of strong local feeling. Second, there is a wide variation in the amount of existing state aid. And finally, it would still be collected with the state income tax but returned to the levying districts rather than pooled for community needs. Now let us look at some figures and in more detail how well the criteria established are met. First, what was actually spent from property taxes in millions of dollars:
The Wilderness Challenge

by Sam McGrew

The program operates as a mid-summer group of trips and educational nature of the wilderness. Some notions about what they might experience.

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 unfailing, uncompromising, and indisputable to test themselves against, to see who they are and to develop some notions about what they might become.

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 in today's 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, present 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 experience offers a student is an action possibility with their "here and now" experience to define present significance in place of abstract future.

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 survival situations, 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 is this 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 each of today's student by the unlovely world about them.

In wilderness, the legacy that should be theirs still exists. It is the legacy of wilderness 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 underway 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 Tetons and Wind River ranges of Wyoming, the Canadian Rockies, and the mountains of southwestern 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 Namaimo, B.C. and travel the island chain to Victoria.

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 cost.

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 thinks is right, is all that is expected.

The program provides not only a change of attitude in the face of an outdoor or personal problem but a testing of the ruling program of the group.

Tax Overhaul Asked

Continued from Page 6

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 even more technical, specialized world. A tax on income is therefore a fair price to pay for education received. It is also fair for the employer who gains the educated employee to pay a part of that price. Not all income can be credited to education. Certainly it is fairer, however, to tax income from all investment than on 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 provided by school districts, 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.
Well, they're not really "mine," of course; of all my students, the ones in my creative writing classes (Ad- vanced Fiction, Advanced Poetry, and "Let's Make Music") would, in fact, be least likely to consider themselves anybody's but their own. But it's hard not to feel a pro- prietary interest in them as you watch them grow, the most amazing classroom medium for witnessing the growth of interacting group of the often shy, sometimes biologically overgrown, and incidentally individual, respectively lazy but generally hard-working, and always a little enigmatic, individuals who want to try themselves purple and wear hair to the knees, O.K.

When, for 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 of students who, week by week, keep surprising you, wondering why you ever dreaded that first awkward day before you knew who any of them were, and even more importantly, each other. Perhaps, now, they even know themselves just a little better.

Urban Campus Architecture...

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 this sort of thing? Does the Board have a subcommittee, 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 Board 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 that deals just with aesthetics, and I don't know that I would favor it. I think, again, it shouldn't be turned over to the Board telling the colleges and universities what to do in that regard, but I would be somewhat apprehensive, as I usually am, from the colleges and universities to the Board.

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

Mr. Joss: I cannot speak to what specifically the Board should do to add and lead more in the area of aesthetics. Personally, I'm very strongly in favor of good art, of great art, and I feel that it is practical and functional; I think public and community public actually agrees with me when it comes to be paid for with taxes and with that same situation in which the state is now. I would feel, as Mr. Lemman does, that there are priorities and we need priorities for Portland State, as well as for the other institutions, from a building and parking structure standpoint, where those priorities by trying to force aesthetics down the Legislature's throat.

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by-liners

John Mosher has been making front pages in Oregon for most of his adult life, and he does so again with his latest book, A New Perspective on a Possible Solution to the Financial Woes of his adopted state. He is highly qualified to write on the subject, having served in the 1957, 1963 and 1965 regular and special sessions of the Oregon Legislature, as Chairman of the 1963- 66 Legislative Fiscal Committee, and, as Director of the Economic 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, pass- able running, and excruciating fishing, and mild motoring".

One has a suspicion that if Sam McKinney, who was Senator for a century and a half earlier, he would have written with a steaming cup of coffee and a well-equipped camp when it reached the other half of his life. But Tom Burnam, a political college. McKinney is Special Instructor of the Outdoor Program in the PSC Office of Educational Activities, and a gifted writer, photograph, and designer.

Clyde C. Celler, whose photo of PSC's roof-top track and Library West appears on page 5, gained recognition among the nation's press photographers last spring when he covered the campus for The Washington Post, and 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.