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 2-1/2 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 20,500 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."

It must be told, and it's high time it were, these phony and unnecessary cries 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 "deficient" because they could not raise money to build needed classrooms.

It was a colossal blunder on the part of the legislature 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 obsolete 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—400,000 elementary and secondary pupils in average daily membership; 18,000 full-time equivalent community college students; 9,500 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.

• 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 Oregon had the fifth lowest rate of failure on Selective Service mental ability tests.

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• In 1966-67 Oregon rated fifth highest in the nation in per-pupil current education expenditures. The state is 24th in secondary and higher education and fourth highest in per capita tax support for higher education operating expenses.

• Between 1956-67 and 1967-68, 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 dearth of interest in 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.

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

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College Introduces New Quarterly

A regular newspaper or magazine for a regular newspaper or magazine is a new idea of its own. But the other media, in the case 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.

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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

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

But there is nothing unimpressive 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" year, are already making plans to keep up with the new demands.

"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, intramural, recreational use and special events," declared Ned Westcott, 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 afternoon 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 9:30 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 will bring up "absolutely capacity" of the space available under current college budgeting procedures.

Use of the building for intramural athletics—basketball, wrestling, swimming, and, beginning last term, gymnastics—pays 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 two "closed circuit" System institutions with similar student body size, have separate buildings for athletic use.

Athletic teams already have found space limitations at the Foothills. Coach Marion Pericot's basketball team drew two standing-room-only crowds the first year it played in the 2,000-seat gym.

The 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 activity.

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," 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 athletic 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," Ragdale said.

The fact that nearly half the student body is making use of the building is a variety of facilities is a given term is testimony to its importance. While some 3,200 students were registered for classes in the building during the Spring 1968 term, 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" factors 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 which saw The National Volleyball Championships held here with nearly 1,000 of the country's finest players taking part.

Ragdale and his staff already are looking into 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, and 31, and 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 9; 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. matine on February 16.

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

PSC Varsity Basketball. February 4, University of Puget Sound; February 7, Seattle Pacific College; February 13, 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 Pasificque present Le Cid by Corneille. The Agora Coffee House at 8:30 p.m.
Urban Campus Architecture: Beauty or Blobs?

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

Mr. Jos: I don’t feel they’re ‘blobs’. I feel they’re very attractive. I assume a certain extent, with the President. Some of the earlier buildings like Cramer Hall are very attractive. The earlier problem of having site buildings on square blocks led us to build buildings which the President objects to and, of course, this kind of constraint is no longer with us because of the times.

Question: What would you call a 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. Jos: 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 very attractive. The buildings along the Park Blocks, I find very attractive and handy, I like the weaving of this campus 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 trying to create an architecture or beautify the Park Blocks, and are we likely to let functionalism rule the day in this new campus?

Mr. Jos: As a resident of Portland they give me concern. The architecture of the Park Blocks is very well aware of it. I hope, frankly, that the crosswalks will be in the pattern of the one across Broadway, which I find heavy. It may prevent a challenge to traffic arcs, but I think it can be done satisfactorily. Undoubtedly there will be grips about any change to the Park Blocks, but in the long run I feel the citizens will be in accord.

Question: Do you wish that the Board or the State’s architect had foreseen the day when we will build in terms of areas instead of in terms of buildings?

Mr. Jos: I’m sure we won’t be building all at once because of the limitation of OTT which started fresh as a new institution. As for planning for campuses, that was one of the things going on. The Board doesn’t necessarily get down to planning architecture, but it takes into account the problems of the campuses as they will grow, the efficiency of the campuses being a part of the city. And there should be transitional areas for campus to architecture, architecturally.

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

Mr. Jos: In Portland State, of course, it is unique in that it has no dormitories. Architecturally, I’m sure some of the buildings that we 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 for campus to architecture, architecturally.

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

Mr. Jos: No. And I don’t think that’s Portland State’s fault.

Question: If you’re speaking in terms of ratio, would you care to address why? What do you see as the underlying problem here?

Mr. Jos: Well, specifically, there were some of us who strongly felt, as did President Wolfe, Mr. Lemman acknowledged that the building structure should contain surface areas like 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: Why is this necessary?

Mr. Jos: Dan Davis, so far, is the only person who’s really under taken 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. Jos: 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 surface areas but they would meet solely PSC’s needs.

Question: If what Mr. Davis has shown here is not continued do you think as a member of the present Board foreseen 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 the dormitory type or cooperative?

Mr. Jos: Yes, I personally feel that’s another question.

Question: What do you feel they’re ‘blobs’, I feel they’re very attractive

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

Question: We’re daily seeing new ex

Mr. Jos: Have students express this position on Daniel Wolfe and the other buildings?

Mr. Jos: No, 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 buy the notion that all around the country we are seeing expressions of discontent?

Mr. Jos: Have you heard students express this position on Daniel Wolfe and the other buildings?

Mr. Lemman: Certainly.

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

Mr. Jos: 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. Jos: I think President Wolfe’s suggestions of transition areas between city and campus can be achieved through shops and offices primarily for college students, yet open to members of the community. But PSC is a relatively small land area. It seems to me that the students will be bound in their daily activities to go outside the campus.

Mr. Jos: I’m not so sympathetic to the idea of something of a more stable nature, not in the city.

Question: As a student of the University’s architectural tradition, do you feel that the buildings really reflect a particular point of view?

Mr. Jos: I think that the physical architectural aspects of the campus don’t necessarily contribute to only person who has really understood about. Your questions suggest a monastic or cloistered life, or one without any severe. 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 the excitement of learning, the forward thrust of learning, the seeking of truth. Thus, I am opposed to a conservative approach to campus design which tries to avoid anything that is not going to conform to the materials that are faddish. We’re staying with brick, concrete, wood, some of the elements of modernism rather than to colored aluminum and portland cement and things which reflect architectural cliches. I’m not saying that I’m satisfied with the campus design. But we have abandoned the materials that are faddish.

Question: We understand that you are talking about decentralizing some of the food services, and putting some common rooms somewhere in the middle, in some of the buildings or that have faculty and students can come together.

Mr. Lemman: I think this is one of the main things that we’re trying to do in the process of planning the campus. We are trying to decentralize the services, provide some kind of place like we have in Cramer Hall and the third floor sidewalk cafe in South Park Hall. But we can also make common areas and attract. They can’t induce student-faculty interaction. If students and faculty don’t mix, then each other, the existence of physical facilities to make it is for them to make them do it. There are lots of facilities now that could be used for a variety of functions, but are not. Why I think in part I reject the whole notion of the impersonality of a university. It’s the impersonality of the city. It’s an easy to see. But when you come out of the city, you like the campus. So that I’m not saying that there’s a particular reluctance to be energetic, to make new and exciting things happen. But I think, that creates an institution’s impersonality, not the impersonality of the buildings or the fact that you use an I.D. 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 very conscious of the catch-up than we have of planning ahead, pretty much until right now. We’re about up to two years now, of 13 or 14 years of our own design. So I think they need necessarily reflects. In fact, I’m sure it doesn’t reflect in many areas the qualities that we foresee and would hope for.

Mr. Jos: 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 in its mixture and a community. I feel that a student who is just spending his time in the academic community might be satisfied with this as it is lived in a non-academic community. PSC has an area that’s precarious as compared with some of the other institutions of higher learning in this area, which is State in the area for physical reasons they are more or less isolated.

Mr. Lemman: Is there 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 you see a lot of different. Hopefully in a semi-controlled environment we’ll be able to complement each other and yet be quite different. They will be of the city rather than trying to be a little bit of a clue 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 campuses being a part of the city, or whether it would be housing units located at the

some distance, I don’t know. I realize that there are those who want PSC to get into the housing business, and I see a situation where the city could be através through private home owners, apartment house owners, and entrepreneurs like Mr. Davis to provide student housing. In the College and the State, in a sense, the expense of maintaining, administrating and building of these properties

the beauty of the campus.

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

Mr. Jos: In Portland State, of course, it is unique in that it has no dormitories. Architecturally, I’m sure some of the buildings that we 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 for campus to architecture, architecturally.
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, 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 and determinedly contemporary in its outlook.

I happen to accept the proposition McGovern laid out in his recent address on the Oregon economy. The university should facilitate economic growth. This means that we have to know, as a faculty, what it is we have to offer--and how we can offer it. Such an attitude to the Faculty Senate and the Trustees is what I call a pressure towards a university performance that will attract. And we must continue to build a campus of the size and quality we will need to give the present students and the future students what they need.

Perhaps we have to consider for example, the way we have planned to eat. Have we a place for our students to eat, either in summer or in winter? What we have designed for them in the standard dining hall is a poor substitute for the encouragement of those with energy of curiosity--and some of our students are very curious. We have laid in the dormitories and in the common rooms for entertainment and congeniality. But what we have designed for our students is a poor substitute for the encouragement of those with energy of curiosity--and some of our students are very curious. We have laid in the dormitories and in the common rooms for entertainment and congeniality. But what we have designed for our students is a poor substitute for the encouragement of those with energy of curiosity--and some of our students are very curious.

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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 reaps and relates to the city not just in past tense but present and future?

There is 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 dilemma of urban development be? Will we close our eyes to the disturbance change occasions in our very urban 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 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 adjoins 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 preclude the ways in which we approach and change the unfavorable position we occupy vis-a-vis our sister foundation, university, community--the private community, and federal--the local, governmental, and public.

Perhaps most important of all, the academic programs of PSC will exercise decisive effect on the caliber of new young intellects 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

chasing 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, 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 exciting the waste.

Research grants and contracts play major roles in this process of digestion, digestion, and elimination. Though we are new to this field, our initial batting average seems high. Of the 112 proposals submitted last year, 56 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—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 in 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 somewhere, 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 must 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 expects.

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

a fellow alumnus of the very same institution 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 University by the rookiness of the Categorical Establishment may comfort some 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 independent and other types to prompt our superiors in the government to remark: Wellington once did of his troops: "I know not if they escape the enemy, but by God they certainly shame me."

I hope it isn't too presumptuous of me to dream of a little in acting in ways that may cause PSU's students, faculty, and administration to combine consumption with some new kinds of discipline that we might be coming so anesthetized we become Frutrock of the Park Blocks, druing the disturbances of the universe—or even to enter another. That you are already challenging this offers a disturbing hint that questions was a large part of my attraction of the university.

I am nevertheless mindful, if not entirely in accord with some of what your summer might be. Never before has the university had such an administrator very long to know what being among the "others" is like.

For faculty, students, and administration: The President is here, and in the whole world, a cry is being heard for the finest 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 simplistic assumption increasingly made, that we always know who the enemy is: the faculty, student government, or a student activity structure. If you have not found out already, may I say only 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. And we don't even have to have been watching Children of the Corn, or Von untranslated in living color to perceive that communities everywhere stand on the brink or in the midst of disaster, either because they are violence-ridden, racially tense, poverty-stricken, or the pawns and powerless powers, which put it well long ago when he said:

Things fall apart.

The power cannot hold.

Mere anarchy is loose upon the earth.

And why? I think one clear reason is that the promises of the old cliches have gone unfulfilled too long. You are no longer fooled that access to civil rights is right. If this United States is progressing fast enough, that narrow opportunity structures of the developing lands nor the nature of the family. Students may wish to know if there is something out of their institution which it has had and must retain.

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, looking like Walt Whitman, a homemade bonnet, a pocket, and descend into chaos?

Shall we make high society low society, and be social change in knocking downward to disaster? This is not my idea of an institutional 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 de-claring peace or war or fighting the poor or the rich on each other. There is grit and grime in them—and they will take serious days, hours, months, and years for us to negotiate the skill of our governmental structure.

Our President Deinum has said, "Monologue it 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 to you of the Task Force on PSU goals. It will be composed of students, faculty, and community leaders. Its assignment will be to define the components we should have in our community, what qualities do we all want, and what are they? And need to be added ... The Faculty Senate (has) voted overwhelmingly to make the statement: "The Rights and Freedoms of Students one of the sets of goals this institution will give every put into practical effect. The content of the Rights and Freedoms Statement is only in the area of my priority concern—name-ly, modernized government that recogizes such rights, and responsibility in the matter of performance. Without it I don't think we can move swiftly ahead to university status.

I confess it was disheartening to find almost no students in this room. I could sit down and discuss the problems of student government when I first arrived here. And now that the scene underscores a vital question: how can absolve politicians exercise their franchise or as signed responsibilities effectively? What conclusions to these questions do you willing to make? And what would you have the College do to keep the place going while the present custom of vacation is observed by part-time members of our community who say they want a critical life?

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

If PSU is to attain and enjoy its institutional position as a community, 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 commensurable 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 institu- mate critical dialogue. No community prosop that is isolated or insta- lated 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 Department to be a community of unhealthy relationships with neighbors, of improvisation, and evasion by faculty and administration which functioned as rivals and thereby re- duced the possibility of student problem to the very bottom.

By contrast, PS is far ahead. I ask us all to keep it not just ahead, but exemplary. I cannot believe that this generation will sink down into the doldrums and old habits of Henry Ditch in Spoon River, "not to had again, but away, perhaps simple, but back by fear—robed of its power to try again in life's precarious garden.

We have an opportunity to do some- thing unique together at a most criti- cal 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."  

Two sessions have taken care of salary increases early in the session. But property tax relief and distributions to community colleges have been left to the last minute competition with capital construction. One of my last acts as Director of Finance in 1957 was to refer the Governor's recommendation for a state-wide Disenfran­shed Child Program after Portland voters had turned down property tax supported child welfare. We had no alternative but to advise the legislators to cut a project from the Higher Education budget.

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 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 realistic threat. The initiative proposed is either a general sales tax or increases in the present personal income tax. One of the arguments for the tax case against turning to these taxes we are already losing—apparently.

The prime case against each is that it would result in a massive shift in direct tax impact from business to individuals. Currently over half our total property taxes are paid by businesses. The tax would shift to the individual. A rejection of this proposal 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.

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

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 an influential force in the development of the 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 reduce the last millions after going through the state budget operating budget to get back some of the salary increases or to increase the higher education capital construction. Fortunately the last very much higher percentage of a sales or income tax would fall, at least directly, on Oregon residents.

A second aspect of the fear that these taxes in the amounts proposed would only provide brief relief and then eventually be added to higher property levies. 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 exemptions. This is a dangerous will-o'-the-wisp. In a suburban community of high property values it does nothing general; it merely shifts a heavier burden to non-exempt property.

Somewhat better are devices which involve straightening of property taxes 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 lesser cost than general replacement. Particularly if combined with steps to elim­inate the large tax jumps that accompany the present reassessment cycle and to provide for more flexible installment payment of property taxes.

Even that is merely the best of poor alternatives. It still leaves education largely tied to the property tax base and absorbs rather than expends revenue for education from 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 desire­able to provide a fixed exemption such as the present income tax on employment side.

The rates could be quite low—2% if no exemptions were allowed. 2½% 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 em­ployer paid tax could be imposed at a uniform rate throughout the state and distributed as a part of basic school support to achieve moderate equality. The rate of tax on individual income 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 com­munity use. 

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

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>1956-57</th>
<th>1966-67</th>
<th>1967-68</th>
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</thead>
<tbody>
<tr>
<td>Current expenditures</td>
<td>$240.5</td>
<td>$265.9</td>
<td>$291.4</td>
</tr>
<tr>
<td>Existing State and Federal Aid</td>
<td>39.2</td>
<td>158.4</td>
<td>127.2</td>
</tr>
<tr>
<td>Local Sources*</td>
<td>147.5</td>
<td>161.3</td>
<td>138.9</td>
</tr>
</tbody>
</table>

*The figures are not the same as local property tax dollars raised but do not include capital outlay and debt service, a matter in which I will return. Second, property taxes are always larger than expenditures, both local and state. Here they are 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:

Calendal Year | 1956 | 1957 | 1967 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Income</td>
<td>$3,589</td>
<td>$3,379</td>
<td>$3,122</td>
</tr>
<tr>
<td>Wages &amp; Salaries</td>
<td>$4,628</td>
<td>$4,547</td>
<td>$4,779</td>
</tr>
<tr>
<td>Total</td>
<td>$8,217</td>
<td>$7,926</td>
<td>$7,817</td>
</tr>
<tr>
<td>2% of total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>177.3</td>
<td>158.5</td>
<td>156.3</td>
<td></td>
</tr>
</tbody>
</table>

Clearly not just enough, but more than enough, is raised to abolish property taxes for current education­al operating expenses using a calendar year base to allow a lag for collection and distribution. I intimated it should.

A new tax should have the enthusiastic support not only of the property tax payer (who sees less tax in 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 brightest, 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 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 Pamela.
· 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 those schools having un­equal needs. I believe the legislative committee on this subject are aware of the case and weight of argument.

The proposed tax meets the para­mount requirement of replacing prop­erty taxes, in millions of dollars:

"Perhaps the greatest hazard is that new revenue measures proposed by the Legislature will be un­acceptable to the people."
Realistic, Unavoidable
The Wilderness Challenge
by Sam McKeown

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 value. The objective of the PSC program, however, is to move beyond recreation, beyond learned techniques to 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 lives.

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

In 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 actual exerted the same challenge on 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, presents 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.

Recreational 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 a difficult frontier situation where failure to act implies physical discomfort or even injury, one no longer knows what he is able to do to try something he might do.

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 rains 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 unlovely 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 under way 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 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 Nainamo, B.C. and travel the island chain to Victoria.

Next summer, mountaineering expeditions are being planned to the Selkirk in Canada and to 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 voluntary 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

Continued from Page 6

very 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 unfair, 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; these would be handled 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 financing 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 "mines," of course; of all my students, the ones in my creative writing classes (Ad- vancement in Style) are the most shameless, but in a good way. A student such as this would, in fact, be least likely to con- sider themselves anybody's but their own, but it's hard not to feel a pro- prietary interest in them as you watch that most amazing classroom mingling of words and ideas, evolving, interacting group of the often shy, sometimes outgoing, occasionally hard- working, and, yes, often a bit silly, students who want to try themselves and their talents in a very tough arena indeed.

Most of them have taken other writing courses, and some have an A.B. 212 or consent of instructor," the cat- log says. But I am teaching the free- lancers, perhaps looking for whatever magic formula will turn them into writers; they don't have to be genius writers, perhaps merely seeking a kind of camaraderie, a sense of belonging, that creative writing classes (they are necessarily both small and in- formal) can offer, the big lecture sections cannot: to be an individual of any sort among the large ranks of writers, a writer of merit, is to have ambition, or to want to be read, to have a voice, a career, to have a chance to be the best of one's kind, a writer who might, one day, turn out for a magazine. And not necessarily a writer of money and fame, but the real thing.

"Creativity is the key," I tell them, and I applaud, perhaps looking for whatever magic formula will turn them into writers; they don't have to be genius writers, 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: to be an individual of any sort among the large ranks of writers, a writer of merit, is to have ambition, or to want to be read, to have a voice, a career, to have a chance to be the best of one's kind, a writer who might, one day, turn out for a magazine. And not necessarily a writer of money and fame, but the real thing.

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