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Ex-dean supports land tax

By **MIKE RUST**
Of the Emerald

An old idea has reappeared in the Legislature, and a former dean of the University business school believes it could be a solution to the fiscal problems of higher education.

Richard Lindholm, professor emeritus of business, says a two-percent tax on the value of land would be a "common sense" way of providing revenue for primary education.

Called a land-use tax, the proposal would help higher education out of its financial straits because state general fund money now being spent for primary education would be freed for other uses, Lindholm maintains.

The general fund, composed largely of business and personal tax revenues, is used to fund primary and higher education along with a host of other state services and agencies.

Senate Joint Resolution 25, prepared by

Sen. William McCoy, D-Portland, calls for a statewide referendum on the land-use tax. The resolution will soon go before the Senate Revenue committee. Hearings have not yet been scheduled, Lindholm says.

The measure would authorize exemptions on \$2,000 of the value of homestead land, \$4,000 of the value of farm land if the farm income is the owner's principal source of income and \$4,000 of the value of most resort lands.

Although projections of the tax's proceeds are only "guesstimates," Lindholm says he believes it would generate enough revenue to pay all primary education expenses. Taxes levied by individual school districts then could be reduced, he says.

As well as helping finance education, the tax would encourage productivity because it would reduce the need for a tax based on the value of houses, stores and factories, Lindholm says.

"It would encourage technology and in-

dustry," Lindholm says. "It perhaps could have a considerable effect on keeping the city alive."

The result is a kind of supply-side economics, says Lindholm, but with a different twist.

Recently, Pennsylvania voters gave permission to towns to increase the portion of land taxes. In three city elections there, voters have chosen a land value tax over a sales tax.

In Oregon, the tax was proposed in the early days of this century, Lindholm says. Under the leadership of William U'Ren, an activist for "direct democracy," the state gave counties the option of imposing a land value tax.

In addition to his academic work, Lindholm has served as an advisor to the taxation departments of Ohio, Michigan, Minnesota, Nevada, Guam and Oregon and to the ministries of Pakistan, Vietnam, Korea, Australia, Taiwan and Turkey.

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Students offer academic advice

By **CHERYL STEINHAUS**
Of the Emerald

Although the University is suffering shortages in many areas, students can still get plenty of good advice.

Peer advising, sponsored by the Student Affairs division, offers University students easy access to sound advice on University and department requirements.

"The peer advising program began due to the feeling that students were uncomfortable talking about things with faculty advisers," says Psychology Peer Advising coordinator Dennis Mohatt.

"There was often a conflict of schedules, and students felt their problems were trivial," he says.

However, peer advising is a supplement to faculty advising, not a replacement.

"Professors don't always have time to keep abreast of new information," says Associate Provost for Student Affairs Gerry Moseley. "Peer advising fills the advising need and can give direction to students."

"When I worked in student services in Texas, I had professors who were telling students requirements that were out-of-date 20 years," Moseley says. "This kind of program avoids these kinds of problems because information is fresh from students who are up-to-date on current requirements."

Along with academic counseling, several peer advising departments offer informa-

tion on graduate schools, a test file, and a tutorial referral service.

Peer advising has a two-fold purpose, according to Academic Advising and Student Services director Shirley Wilson. Peer advising attempts to improve services that departments can give to students, and it gives peer advisers a chance to learn communication and job skills.

"Our training consists mostly of role playing," says Sociology Peer Advising coordinator Carolyn Milkes. "Practical experience is necessary before we begin doing actual advising."

Students can earn three credits per term by working seven to 10 hours a week in peer advising.

Nine academic departments now operate peer advising programs.

"The department has to have interest and commitment for a peer advising program to be started," Wilson says. "A faculty member must take responsibility for the program in his department."

Peer advising is also available in Oregon Hall, where advisers work to help 2000 undeclared students decide on a field of study.

Peer advisers are busiest at the first and last part of each term.

"Last semester alone I had 12 seniors come in for advice because their requirements weren't filled and they couldn't graduate," Milkes says.

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