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**CHANCELLOR**  
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tem of higher education for more than four years, is the second of a two-part interview.

In Thursday's article, Bartlett said among other things that in the past few weeks, legislators have become more aware of the need for replacement revenue, and the public's distinction between secondary education and higher education is no longer warranted because more people need further education to be able to support a family.

Today, Bartlett answers questions about what to expect in the future from higher education and the various options available to maintain as many existing programs, schools and positions as possible in this time of instability.

**Oregon Daily Emerald:** Where do you see higher education in the near future, if no replacement revenue is found?

**Bartlett:** This session isn't going to be a crisis difference. What is going to be a crisis is 1995-97, and the question is whether or not what's happening at this Legislature or the next biennium is having a positive or negative impact in preparation for '95-97.

(The 1995-97 biennium), if nothing else happens between now and then, really changes the nature of our state higher education system.

(The 1993-95 biennium) for most students will not feel that different — paying a little more and some inconvenience. Into '95-97, if nothing happens, there will be a lot fewer places and there will be some significant changes in organization and structure.

We can make the next biennium significantly better or worse by what happens in the Legislature. But the difference between better and worse will be recognizable, although it won't be a different world for us. '95-97 will be a different world. It's sad because it's not in the public interest.

**ODE:** What has to happen right now? Are Oregonians ready for tax reform?

**Bartlett:** The answer to that about one or two months ago would have been no. Now, clearly something is happening since a lot of local communities are realizing that five phases in, and the next phase begins to bite.

Oregonians have always prided themselves on local control and local responsibility. Well, now we don't have that. The problem with Measure 5 was that people wanted tax relief and what they got was government change, systematic change and the whole argument about the role of government.

There's a problem because you could have the most perfect tax system but you'd still be arguing about the role of government. Alternately, you could have the most perfect government system and still have a crazy tax structure.

These two things — tax structure and public services — have come together, and together they're extremely difficult to deal with.

Eighty percent of the funding for public schools will go through the state Legislature if Measure 5 continues. That changes the whole nature of public school funding and eventually it will change the nature of public school government.

With all that money going through the Legislature, the Legislature is definitely going to have a huge impact on governments.

Now, we are going to spend a lot of time figuring out how to deal with public services, political and policy making structure and our tax structure — so there is plenty to do for all of us for a long time.

**ODE:** Do you see any OSSHE institutions closing in the future, if no replacement revenue is found?

**Bartlett:** No, because you can't do it in any practical way. There's never been a public institution that has changed to private in the United States.

In some instances, the share of the funds provided

by the students has gone up and those are the cases that some legislators have asked about and have been looking into.

The problem with privatizing is that you can't make the change fast enough to deal with our present problems. It might help you eight to 10 years from now, but that's so long from here. The question is how do we get through the next five years?

Today, privatization is just a euphemism for putting more of the cost onto the students and less on the public.

**ODE:** You've been known to support higher tuition balanced by increased financial aid.



Thomas Bartlett

**Bartlett:** When I talk about higher tuition, my role is not advocate. The point is if we're going into a stricter rationing system in higher education, then you have to ask yourself what are the alternatives?

People often forget that low tuition means low access

because there aren't enough funds to go around for everyone to get a higher education. This is because the state funding is set.

At what level of tuition, then, can the maximum number of students attend? That calculation is a combination of what are the resources that you have from students and state together.

At what point do you drive the students out with the higher cost faster than you could replace it with the additional money? Where those two lines cross is your maximum access — and that's not free tuition.

**ODE:** With higher tuition balanced by additional financial aid, are you concerned that a dumbbell effect will result, meaning wealthy and poor students making up the majority of the student body? Won't middle class students be priced out of an education?

**Bartlett:** Yes. But tell me which option is less bad because it's not hard to think what's wrong with the various courses. The question is what choices have we really got and how do we make the choices that make the least damage.

What's wrong with this is that the returns of higher education to society are quite great — a sound investment. We have to worry, in Oregon, about a downward spiral if we don't invest in higher education.

It would be so easy for this state to become a colony. The folks that would come in from other states would be in the high-value positions and the folks that are here would be in the less-educated, lower levels of activity. That's what we used to define as a colony.

If Oregon doesn't educate its own folks, we provide a very attractive place for folks to come because it's a nice place. So we can make the argument why bother to educate our people — why not just import them?

There's a certain logic to that, if you don't care about the people who are here. Those of us who live here should think about this hard when we decide that we're not going to support education.

**ODE:** Finally, how optimistic are you about the future of higher education in the state?


**Bartlett:** I am considerably more hopeful than I was four weeks ago. The trends are improving. The question is, are they improving fast enough. And that we won't know for a while but at least we have reason to renew our energies and our hopes.

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